

# Campus Candor

By Harold Niemann

## STEW IS ON. HAVE SOME?

A survey being conducted by the department of secondary education for the student council to determine the effect of college extracurricular activities on later life, and an article labeled "Needles and Pins" in the current issue of the *Alumnus* leads us to one very important question. May we ask: "Why not conduct a survey to determine the value of a social science degree on a business or livelihood of later life?"

Down on the banks of the muddy Missouri we have a friend. We go fishing, "trammel setting," or "hauling" with him every time we have a chance. Even with the river full of floating ice this fisherman friend goes about his life's work—fishing. An ordinary person, he is happy and contented.

The common, ordinary life of this fisherman raises several questions. How many students in the present "stew" which American college education has cooked up will earn a livelihood from their learnings in the social sciences? And how many students enjoy the happiness, both in their college days and in later life, that this fisherman friend was enjoying?

### HAPPINESS IS GREAT.

To most men, Epicureans as they are, happiness is the greatest value in life. And to most men, if they will admit it, earning power is the great necessity to such happiness. No man can be happy if he is a continual searcher for the necessities and even a few of the luxuries of life.

While they are in school, few college students find real happiness in their schooling. The average freshman comes to school eager to maintain an average well above his high school average. His first six weeks are trying and testing; he becomes somewhat disappointed when he finds the competition keen. As the year passes he learns the tricks of study. Lessons and textbooks begin to be monotonous. Gradually that student, if he is average, values his study or secondary importance to more recreational activities that will bring him happiness. Few students like to study and for that reason, they seek happiness through social fraternities and other organizations.

**PURITAN-LIKE PREJUDICES.**

There are many reasons why students are not happy in college. These reasons probably indicate why hundreds of students drop out because of discouragement and dissatisfaction, why only one-third of a freshman class ever graduates. If a plan does not work, the fault falls to the originator or the perpetrator. The university, then, is at fault if students are not happy. Often Puritan-like prejudices of university officials mar whatever

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hallowed happiness a student may have.

But such prejudices cause only minor consternation among students. Not until he is a senior and near graduation does the student question that his money spent for a simple degree in the social sciences is a poor investment. Private schools teaching specialized courses that put the student into practical training as soon as he registers, are receiving more and more college graduates every year.

### NO EVALUATION.

Then, too, students have no means of valuing their social science courses. Which is the most important to you, a course in English or a course in history? You have no means of knowing. Their value will not be known until after graduation. Because of this fact, then, students are served seven or eight course meals in their yearly educational menu. Instead of raising the standards such a battery of courses has lowered the standards in many cases. This is demonstrated by the provision of trivial courses suited to the interest of the average with the result, as one writer put it, "The dumbest of us soak up something." How can students be made to understand and master unfamiliar forces, both external and internal, as strange to them as were the physical elements to primitive man?

The solution to these problems falls directly into the boiling pot of the university and state. Educational leaders are now dipping their spoons into the soup and sipping this solution: the purpose of the social sciences is to teach "what to think" and how to think. If this is true, then fisherman friend is justified in being happy and contented. He knows how to think of his problems; he knows as much what to think as the four year social science graduate.

## STUDENT PULSE

### A Demand To Curb Syphilis

**To the Editor:**

The recent outburst of propaganda to stimulate interest in the control of syphilis has wrought a great change in the attitude taken toward this subject.

That syphilis attacks a large percentage of the population has been brought out in past articles. The havoc, heart break, etc., which it causes, are also well known.

As university students we are supposedly intelligent and broadminded. If we are to prove this supposition correct, let us be the first to demand that all precautions be taken to prevent this disease.

In other universities, students have petitioned the school authorities to include a blood test for syphilis (Wasserman) as a part of the regular physical examination required for entrance.

If we do this, we will be aiding the authorities (city, state, and national), by establishing a precedent upon which further activity may be used. The final aim being "For future generations, no syphilis."

ROBERT KASSEL.

# Editorially Speaking

## An Ounce Of Prevention

A plea to include the Wasserman blood test as a part of the regular physical examinations carried on by the student health service appears in the student pulse columns today. The demand that precautions be taken to prevent this disease so that the aim of "For future generations, no syphilis," can be realized is made in the pulse.

No one can question the worthwhile nature of the student request. One of the pre-eminent problems before this nation today—the study of syphilis control—rightly belongs before the student body of the university as civic leaders of tomorrow's state. This is above and beyond the practical protection that the Wasserman test provides.

The argument may be brought forth that the college student represents a stratum that the disease, syphilis, cannot touch. This is mere indulgence in sophistry. Men, of the same caliber as that found on our campus, in making applications for entrance to West Point, recently found one out of twenty of their number infected. And when we say we've got along this far without it, we stand directly opposed to progress.

The tendency toward such a proposal is to argue as the public argued years ago when vaccination was the same surface fact that the Wasserman test is still labeled. And our argument—our refusal to face facts—holds us struggling under the bonds of a disease which strikes one in ten adults over the nation. Today we stand supposedly free to take far reaching steps for public good, and who can rightfully talk progress in one breath while he refuses that progress in the next?

One question which arises in regard to the inauguration of the plan to make Wasserman tests is whether or not students would co-operate in taking the tests if they were offered. The student attitude toward such a plan might be reflected on the camp that have offered the tests. At the University of Texas an attempt to establish the program of Wasserman tests on the campus ended in a student poll. The results of the poll, taken before anyone had started campaigning for the tests, showed that 94.5 percent of the students were ready to co-operate in taking the tests. Those who were not willing to take it constituted 3.5 percent of the student body and those who answered neither way, made up 2 percent of the student group.

Thus, University of Texas students gave their answer. They were overwhelmingly in favor of joining the six large universities that offer tests, New Mexico, Oklahoma,

George Washington, Kansas, Pittsburgh and Harvard.

Of those who were willing to take a Wasserman test, it was asked, "Should the tests be made compulsory or voluntary?" Of those who favored the tests, 72.3 percent voted for compulsory tests, 24.2 percent voted for voluntary tests and 3.5 percent gave no opinion. Thus, it was demonstrated that not only was the student body interested in taking the tests, but that it also felt little rebellion toward making the tests compulsory.

Another question which naturally arises with the discussion of the tests is the matter of costs in giving the tests. Other universities have found the majority of students willing to support the move in this respect also. At the University of Texas, the bureau which investigated the matter found that of the 72 percent who said the test should be made compulsory, 86.8 percent were willing to pay as much as a \$1 compulsory fee. To make such a fee obligatory, of course, the state legislature would have to act, but it was felt that the cause was by far sufficiently important to necessitate this action. The state health department at Texas estimated that tests could be offered for less than \$1 each if obtained. Thus, student generosity exceeded even necessity on that campus.

The University of California has met the finance situation in another manner by enlisting the aid of one of the outstanding hospitals near the university. The tests are given free to all students desiring to take the tests. Perhaps if a student fee couldn't be obtained for Wasserman tests in the student health service at Nebraska, some arrangement could be made whereby local hospitals might agree to make the tests.

The attitude aroused on various college camps thru antisiphilic campaigns is parallel to that of people all over the United States. The American Institute of Public Opinion has asked voters in every state, "In strict confidence, and at no expense to you, would you like to be given by your physician a blood test for syphilis?" They answered "yes," 87 percent strong. Pending in the United States senate now is a bill calling for a federal appropriation of 3 million dollars to help fight venereal disease. It was recently introduced by Senator Robert M. La Follette of Wisconsin. Again the need for antisiphilic measures has been recognized.

The average student probably believes himself to be safe from this disease because of his personal cleanliness and moral conduct. Unfortunately, however, syphilis does not respect social boundaries. Morally and personally clean individuals can and do pick up the germs of these diseases. Thus, it is necessary to suggest the advisability of having the university health service make some provision for Wasserman tests for students.

# Contemporary Comment

## Syphilis Fight Advances

Education and medicine—twin forerunners of civilization. Education and medicine—both symbolic of man's gradual rise from the depths of ignorance and savagery. Education and medicine—again, marching hand in hand, have taken a mighty step in the promotion of the health and happiness of mankind.

Approximately 30 years ago, the medical world hailed a new discovery, a discovery enabling doctors to diagnose in an individual the presence of a sneaking disease—syphilis. That discovery was the Wasserman test. However, the Wasserman was not found practical. Its enormous cost, required labor and complicated processes restricted its use and limited its benefits to but a few.

Medicine, however, again has come to the rescue. From an Indianapolis laboratory has come a new discovery—one that bids fair to revolutionize the diagnosis of syphilis. Louis Mazzini, after six years of research, has announced the perfection of a new process—a process that reduces the cost and work connected with the previous method. The new process, known as the Flocculation test, will, it is claimed, quicken individual testing time to five minutes, eliminate ponderous laboratory equipment and put the price within the reach of every individual.

Mazzini's test yet is to be proved and accepted by the medical profession. In tests conducted by the United States health laboratories, the Flocculation test received a rating of 94 percent in ability to detect positive cases and 100 percent in negative cases. This is a distinct improvement over the Wasserman, where positive reactions are by no means sure.

That the finding of Mazzini eventually will come into general use, the medical profession on the whole is agreed. Indiana (state and university) should feel proud that one of

its own men made the discovery that represents undoubtedly the greatest advancement in the fight on syphilis in three decades.

"We don't need compulsory Wasserman or Mazzini tests on the Indiana campus. Few, if any, of our students are afflicted with syphilis in any of its three stages. You are attempting to be sensational. Readers over the state will get the opinion that syphilis is running rampant on the campus."

These were the complaints that flowed into the office as the "eradicate syphilis" campaign entered its third day. In an effort to clear up these contentions, we explain today our stand on each of the above claims.

One-twentieth of one percent of the students at Indiana are known to have syphilis. That means that among 5,000 students there are only three afflicted, these three having the disease in the third and non-contagious stage. The idea of stamping out syphilis on the campus is not back of the campaign. We consider the plan entirely from an educational standpoint, feeling that as an educational institution Indiana as well as other universities should take the leadership in developing a franker attitude toward the dread disease that numbers countless thousands of Americans among its victims.

We are not attempting to be sensational. Naturally, an open discussion concerning syphilis on a conservative campus is bound to be regarded as taboo by some. Sensationalism, however, is not our goal.

From articles which will be run in the *Daily Student* from time to time, those who are not now in sympathy with our cause may come to realize that our aim is purely educational and entirely in keeping with an urgent request of the American Medical Association for the press to aid in stamping out a vicious disease.—*Indiana Daily Student.*

### UNIVERSITY NOTES.

Earl T. Platt of the extension division will attend the national conference on supervised correspondence study at Atlantic City, N. J., March 3. He is in charge of this work at the university.

Prof. Lester R. Orfield of the college of law has been named a member of the advisory committee on social insurance of the American Association for Social Security.

Dr. R. A. Congdon, professor of secondary education, will attend

the convention of the national council of teachers of mathematics at Atlantic City this week and also the executive committee meeting of Phi Delta Kappa fraternity.

"The Patellar Reflex and Personality" is the subject of an article by Dr. J. P. Guilford of the psychology department and Robert C. Hall, a graduate student, which appeared in the *Journal of Abnormal Social Psychology*. The *Journal of Experimental Psychology* carries two articles by Dr. Guilford, one entitled "Some Constant Errors in Ratings," in which he collaborated with Ada P. Jorgensen, a graduate student, and another article by himself dealing with "The Computation of Psychological Values from Judgments in Absolute Categories."

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It's a too good to be true situation for der fuehrer. Czechoslovakia, Austria, Hungary, Rumania—all the wealth and trade advantages of central Europe. They're a dream big enough to turn the head of any despot already drunk with power. And Great Britain and Italy, of all nations, to play into Herr Hitler's hands at the present stage of the game. France he may cast aside as negligible even though she is gathering together an impressive show of military force. Old Anthony Eden could be a bit troublesome, probably. He might carry out his threat to bolt if Chamberlain goes ahead with his London-Rome friendship plans.

Pigeonholing the Chancellor. Austria's chancellor is beginning to see things the Hitler way now, especially since der fuehrer has an army under his command to help him to see. Schuschnigg is wise enough to see that his hands are tied, and forgets that

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only about a month ago he declared that he would never allow nazis in the Austrian cabinet. He probably remembers pretty vividly that his predecessor was assassinated by nazis back in 1934 and finds that it is not such a pretty picture.

Hitler's reichstag speech today is expected to shed light on a few dark spots. Czechoslovakia, especially realizes that she is more or less on the spot, that she is next on the program. Austrian observers expect Hitler to demand autonomy for the Germans in Czechoslovakia. The Czechs will resist, of course, just as Austrian groups are protesting, but Czechoslovakia by herself is not much to be reckoned with, and with Great Britain and Italy's hands folded complacently, the whole thing ought

To Be Easy.

And so der fuehrer feels that the time is ripe and that he will do well to strike while the iron is hot. To be a real despot, of course, he'll have continually to be fighting someone. After his present plans go thru, he'll find something else to conquer. At ways, of course, there's the faint possibility that Great Britain and the other democratic nations may suddenly resolve themselves to resist the spread of his doctrine in the interests of ordinary humanity, but the ambition of a despot bothers little with possibilities of that sort.

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