

The Daily Nebraskan

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Above All . . .

We must be practical. This seems to be the concept of the average college student of today and we heartily endorse it, but we find a discrepancy in the definition of the word "practical."

To the vast majority of students the word denotes a type of college education devoted to specialization. The average student apparently comes to college to learn to "do something" when he "gets out." He does not want an education; he wants to learn a trade.

Consequently he spends his undergraduate days gaining knowledge which will fit him for a job—or so he believes. He is concerned only with subjects pertinent to what he considers a "monetary major." Any required subject, not particularly relevant to his chosen field, but necessary for the most limited kind of rounded education, meets with an angry "What do I have to take this for?"

A good example of this type of specialized thinking occurred in a philosophy class at Duke University. At the time, the respective merits and failing of Spinoza, Kant and Hegel were being discussed. The instructor then proceeded to point out the fallacies in the philosophers' tendencies towards sense-knowledge.

One of our average college students, thoroughly annoyed with this "waste of time," cried indignantly, "If all these guys are wrong, why do we bother with them at all? Why not just study the ones that are right and save a lot of time and trouble?"

There it is—the entire attitude summed up. The whole mistaken conception of the purpose of a college education laid bare.

Centuries seem to have passed since persons attempted to acquire knowledge for knowledge's sake or learning for cultural and self-satisfying purposes. So let's put this business of a well-rounded academic education on a "practical" basis.

Unfortunately there is absolutely no substitute for experience. Employers are painfully aware of this fact. But happily for the would-be student there are types of knowledge which prepare one for experience.

These types of knowledge are embodied in courses which train the student to understand his environment, his fellow man and, most important, himself. Courses in biological and social sciences, languages, psychology and philosophy offer the opportunity to gain a greater over all understanding.

No journalism lab, no matter how efficient, can duplicate the actual conditions of a thousand different types of newspaper offices. No ed psych course can duplicate the environment in which the embryo teacher will one day deal with a sobbing child. But a broad general education may teach the budding journalist or the prospective teacher an appreciation and insight into the people and concepts with which he must deal.

Part of the popular delusion under which students labor lies in an ill balanced curriculum with a misplaced emphasis on "the specialties." Part of the guilt also lies with the student who chooses only technical courses for electives.

Sad indeed is the college graduate who has learned to manipulate an adding machine and a typewriter, but missed the fundamental truths of all time and all mankind.

Stop The Presses

REPRESENTING more than 100 Nebraska communities, 261 high-ranking high school students attending the University of Nebraska's ninth annual All State Fine Arts summer course elected the following divisional officers Thursday:

Orchestra: David Lepard, Alliance, president; Carolyn Baron, Grand Island, vice-president, and Duane Young, Columbus, secretary-treasurer.

Band: Robert Harrison, Lincoln, president; Kathryn Baker, David City, vice president, and Donald Cline, Central City, secretary-treasurer.

Chorus: Gladys Novotny, Clarkson, president; Mark Weidler, Honey Creek, vice-president, and Janet Glock, David City, secretary-treasurer.

Speech: Charles W. Gomon, Norfolk, president; Paul Thomas Read, Omaha, vice-president, and Paul Laase, Lincoln, secretary-treasurer.

Art: Alison Faulkner, Lincoln, president; Virginia Nye, Kearney, vice-president, and Diana McClure, North Platte, secretary-treasurer.

SUMMER SESSION enrollment at the University of Nebraska totals 3,634, about a hundred above pre-registration estimates but still 6½ percent under last year's figure.

Dr. Frank E. Sorenson, acting director of the summer session, said a decline was expected due to the diminishing number of ex-G.I.'s who yet have university work to complete.

Last year veterans made up 58.2 percent of the summer enrollment; this year only 50.1 percent. At its regular term commencement, the university graduated a record class of 1,410 of which 64 percent were veterans.

SUMMER'S BREEZE

By T. H. B.

Contrary to the opinion of **The Daily Nebraskan** editor, registered the last time we drifted into the office to write this column, the air conditioning did come on—come back with my mittens, Joe.

The re-circulation of the air did revive the Daily staff to a point of semi-consciousness. But this was not quite enough. It left the staff with some ambition. But only some. So in sheer desperation we recourt, to satisfy intellectual appetites, a choice bit composed by **The Daily Nebraskan's** friend, that home-spun philosopher, Walt Simon.

(Ed. note: Contrary to the tone of the foregoing paragraph, Mr. Simon is quite an intelligent gentleman and we did promise him that we would use his contribution only in desperation. Thank you Mr. Simon.)

TRYING ON the cloth of the crusader I find it an ill-fitting garment—the material is a little shoddy and the cut hardly covers the lanky frame. Somebody has to wear the damn thing—waste not, want not. Somebody brought up the idea

Student Explains Curriculum Of Children's Speech Clinic

BY JAN KEPNER

"Do you mean that I can go to school here, too?" lisped the little four-year-old, clutching my hand and trotting up the steps of the Temple building.

She, like the other children coming that day, was delighted that she could come to the big University to go to school. Her "school" was the Speech Department's Summer Children's Clinic where she was going to have fun and correct that lisp at the same time.

WE WENT on up to the second floor and into the attractive children's room with its huge fairy-tale pictures and rows of toys and games. Here, for four weeks in the summer, children ranging from the ages of four to fourteen will come together from all parts of Nebraska to work on their speech under the direction of experienced clinicians. The children began their summer work on Thursday, June 16 and meet every afternoon, five days a week until July 8.

When they first arrive, they meet in small groups for a short while, playing games slanted toward improving speech; then they separate and have indi-

vidual work on their special problems which include stuttering, delayed speech, cerebral palsy and articulatory defects.

BUT THE WORK is not only with the children. Parents will get assistance also. Mr. Wiley, director of the summer speech clinic added that "one of the important activities this summer is the development of a parent guidance program. The purpose of this program is to keep the parents of children in the clinic better informed about the methods of therapy we are using with their children as well as suggesting things they can do at home to help their child's development."

THE REGULAR Saturday morning classes for children and weekday morning classes for University students will continue during the summer. Particular emphasis is being placed upon assisting foreign-born students.

Of special interest for foreign-born students planning to attend University next fall is the fact that the speech department is making plans for a speech fundamentals class in the fall semester especially for foreign students.

Look Ma . . .



FOUR CHILDREN learn to correct speech defects by playing under guided care. The children are aided at the university's summer speech clinic by students and instructors. The clinic is a regular feature of the summer session. It is held in the Temple building.

of what student's go to college for, and the question has a novel twist. An even better approach is why do men teach in colleges.

This casual assumption by the faculty that the student body is composed of a group of congenial idiots is, if not erroneous, slightly presumptuous. The faculty attitude is reflected by the factory method so often encountered of trying to pass the lower fifteen percent rather than trying to educate the upper fifteen percent.

NOR IS the righteous indignation over the cheating and test-stealing entirely justifiable. A test should measure the comprehension and ability of the individual student, and should not be a kangaroo court designed for hazing.

There are some tests that are uncheatable and unbreakable. Professor Gray gave a test in Tudor history that is a creditable example. It ran something like this, "You are an apprentice blacksmith in the sixteenth century. You have finished your apprenticeship, but you wish to advance past your station in life. There are several ways that you may reach a high position in the Tudor government. Choose a method and goal, then give the steps you would take, the difficulties you would encounter, and the people, and circumstances, you would take advantage of to reach that position."

A TEST of this sort might be distributed to the individual students at the first of the semester with the instructions that "this is the final—hand it in by the end of the semester." To answer such a question, the student must have a comprehensive understanding of Tudor history. It's a malleable test, but an unbreakable one.

The burden of blame in the student's lack of enthusiasm for honest education may not be laid at the faculty's feet, but the burden of proof against slipshod methods certainly may.

Schoolmen . . .

(Continued from Page 1.) ducted in the form of an administrative panel which discussed development of guidance services. The final session consisted of a summary and evaluation of the conference by Fryer.

COUNSELING AND guidance were introduced into Nebraska schools about three years ago and now, according to Bedell, about 15 percent of the state's 500 high schools provide their students with such services.

"Considering the interest among Nebraska school administrators, it is likely that 30 percent of the high schools will have counseling and guidance services within the next three years," Bedell said.

The next two conferences will deal with teaching problems and teacher training.

Guidance . . .

(Continued from Page 1.) a technically-trained counselor," he said.

This entire program is made effective by understanding the needs of pupils, he stressed. Efficient administration of a guidance program also depends upon well-developed planning and continual training of the staff, Hitchcock said.

"This program contributes to the pupils, to the teachers and administrators, and to the community. It is a challenge to administrators to teachers, to guidance personnel, and to the community," he said.

How far a school program can go with guidance depends on all these factors, said Hitchcock.

IVCF

InterVarsity Christian Fellowship, an interdenominational and international organization for college students, meets every Tuesday from 7:30 to 8:30 p. m. in room 313 of the Union. All students are invited.

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in Person

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