

SUMMER SCHOOL NEBRASKAN

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A list of Nebraskan advertisers is published in this issue. It is but fair to them to state that they are serving the students by backing our enterprise and thus showing their loyalty to the university.

With this issue, The Nebraskan opens a Forum, to which all students who have opinions of the day are invited to contribute. This is a period of transition in the educational world, and there are many open problems which are of vital importance to Nebraska teachers. By an interchange of opinions we may broaden our views and gain information leading to saner conclusions.

Furthermore, the great political battle is on and it is hoped that most summer school students take an interest in this. The Nebraskan is, of course, not responsible for opinions expressed in this department. It simply desires to get discussions of problems of interest to summer school students.

Communications to the Forum should be addressed to The Nebraskan.

FORUM

Mr. Schoolman:

Are the schools making good? Are they, as now managed, a wise expenditure of public money? Should two years be taken from the university course and added to the high school course, making six-year high schools? What do you think of the Junior high school? Is the socialized recitation a success? How can teachers' salaries be increased? Is local management of schools a success? Should the state adopt the county unit? Can school boards be improved?

These are live issues. The columns of The Nebraskan are open for your discussion of them.

HISTORY IN THE HIGH SCHOOL

D. S. Donner, Bristow

History is a simple narrative of events which follow each other in their natural order, as pertains to the life of man.

Popularly, it is the annals of our own nation as pertains to its discovery, exploration, settlement; its fight for independence, its constitutional government, and national growth; its great wars; and its mighty victories in peace. Its commercial, industrial and religious development; its educational and social conditions. All of these and more, which pertain to the founding, growth and present position of our country, are included in the scope of history.

Where should this subject begin? Opinions and judgments may vary. But the writer believes history should begin somewhere about the fifth year and be carried alternatively through the grades up to the grammar grades. Here it should receive detailed study

to fix the facts in the pupils' mind to prepare them for the "treadmills" of examinations. If they pass this stage successfully, well and good. They are now ready to learn the foundations of history when they get to the high school. During the grade work, little or no philosophic ideas of the "cause and effect" of history can be taught, but pupils reaching the high school period are ready for approaching history from the angle of "causes" and their "effects." Why did this event occur and what effect did it have on the people? A case as an illustration—Take the study of the Revolutionary war. What were the causes leading up to the war? Many histories for school use give as the causes, the Stamp Act, the Boston Massacre, the Port Bill, and the Boston Tea Party. Now, these are not the causes of the war. The year only a series of results that were brought about by England's wreckless cupidity in her government of her colonies. The causes of the Revolution lie deeper than the events mentioned. The colonists prided themselves in their English ancestry and the rights and freedom they enjoyed in the country of their adoption. Representative government was early born in the minds and hearts of the colonists. They soon developed a strong tendency to self government; they felt that they should have a voice in the affairs of what was being done in the administration of the laws, the reason for, and condition of which, the mother country knew practically nothing. The early colonist developed also a strong desire for a written constitution as the basis and fundamental law of the form of government they wished to establish.

The mother country, with sneer and scorn, looked down upon the colonies and the colonists as just about so many servants in their employ. What rights, human or divine, had these people across the sea? Their business was to work and fill our coffers with what they made, and since we are big enough we will compel them to give us the results of their toil. But this was neither divine, nor human; it was the cruel sense of an ignorant people that bore down on the colonists. From the day the Mayflower landed on Plymouth's shore, God watched over the destinies of our nation. Human rights and human liberty were too dear to be trodden under foot by such Tories. The more that England trampled upon these rights, the more the patriots of the Revolution were fired to resent the tradition of tyranny of England and her accessories in the crimes. Law after law in parliament was passed to deprive the colonists in America of their rights. More and more did these men resent these encroachments until the crisis came, when they forcibly resisted any further encroachment on their rights, and a revolution was the result. Such, in outline, would be the line of procedure to a class of high school students. To younger pupils, you cannot teach this, but the high school pupil is mature enough to study cause and effects. Along with the historic side, teach the geographic side. Let the two go side by side. The interest to be wrought up in children, under the inspiration of a live history teacher, is wonderful. When you make history a real live subject, then you will have a country ready for preparedness more practical than any to be gained by spending millions in defense.

At this stage, then, teach the pupil the cause of things and the effect of

these things in the next event, and so on. This may seem rather chain-like, but a broken chain gets you no place. So, link the events of history with cause and effect, and keep your chain united and you will then be teaching history for future citizenship and future statesmanship.

WHO'S WHO IN THE SUMMER SESSION

(Continued from page 1)

he was called to Nebraska to teach economics. He accepted, expecting to return to complete his work for his doctor's degree later. In 1891, when Dr. Howard left for Leland Stanford, Professor Caldwell was made head of the department of American History and Civics, which later was changed to the department of American History and Jurisprudence and still later to American History.

Four years ago, Professor Caldwell spent a year—June, 1911, to August, 1912,—traveling in Europe with his family. Five months of this time was spent in London in source study in the British museum and the record office, on the British vice admiralty courts in the colonies, 1690-1776.

Professor Caldwell has written several books on American history, among them: "History of the United States 1815-1861," 1896; "Great American Legislators," 1899; "History of the University of Nebraska," 1897; numerous articles on "Methods of Teaching History," 1896-1900. His most recent works are his "Outlines of American History," 1910, and Caldwell and Persinger Source Book on American History, 1911.

To describe Professor Caldwell's attainments and his personality, we can do no better than to quote an appreciation, written by his classmate, Prof. H. K. Wolfe, appearing in the University Journal for May, 1908:

"The value of a teacher's work is best attested by his students. It is common belief among alumni that no other teacher in Nebraska has influenced as many young people to as great a degree, both in their school life and in later life, as has Professor Caldwell. It is impossible to say how many thousands of students have attended his classes, certainly more than any other instructor in the university has enrolled. And yet all his work has always been elective.

"After all, it is what a man is that enables him to do what he does. Professor Caldwell can't help being helpful to his students. His delight is in the law of usefulness to those who seek him. From 8 o'clock in the morning till 6 o'clock in the evening, he is in his classroom or office. He is working, but his office door is always wide open. He devotes his life to his students, and yet between times he thinks, works out new lecture courses, writes books and prepares public addresses. His conduct is an excellent illustration of his theories, a splendid example of the simple life, and of old fashioned democracy. Unquestionably, he has been for years the most popular instructor in the university. His associate instructors counsel with him gladly. His judgment on larger academic questions is pretty sure to be right. His work on committees is painstaking and thorough. He has greatly influenced the development of university ideals. He is well balanced, but is sometimes thought to be too conscientious. In the business world, his opinion is valued. He touches the world so sanely in so many places that it is impossible to characterize him briefly. We may call him a broadminded, practical

idealist, or an altruistic optimist, but he will like it best if we merely say he is an honest man who loves his fellows."

LEFINGWELL DESCRIBES YELLOWSTONE PARK

Illustrated Lecture on National Park Given at Temple

With the aid of over 2,000 feet of films, Mr. Leffingwell, national educational lecturer, took a fair sized crowd, at the Temple theatre, Friday night, on an imaginary trip through Yellowstone Park. With his wonderful pictures of the most beautiful spot in the world and his power of description, the lecturer enabled the audience to appreciate the place to the greatest extent possible for those who have not seen it for themselves.

His pictures illustrated a three days' travel through the park by stage coach. The views of mountain peaks, canyons, and geysers drew frequent applause from the audience. The lecture helped many to realize that America contains the most wonderful scenery in the world and that consequently it is well worth while to "see America first."

This is the year in which everybody is arranging to have a photograph made on their birthday; a record which you, perhaps, have neglected. Let Townsend serve you. Studio, 226 So. 11th St.

CONVOCATION

Monday—"Advanced Art Instruction," Professor Grummann.

Tuesday—"Uruguay and Argentine," (illustrated lecture), Professor Persinger.

Wednesday—"The Contribution of America to World Governmental Principles," Professor Caldwell.

Thursday—"A Chip Off the Old Block," (illustrated lecture), Professor Barker.

Friday—"The Immigration Problem," Professor Sarka Hrbkova.

The following firms are making it possible, by their advertising, to circulate The Nebraskan free this summer. Your appreciation of the Summer School Nebraskan cannot be more effectively shown than by patronizing them:

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