

The Daily Nebraskan

UNIVERSITY OF NEBRASKA OFFICIAL PUBLICATION

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16

News Editor
LE ROSS HAMMOND
For This Issue

FREEDOM IN THE CLASSROOM

Our American universities are reputed to be institutions of free thought and free expression. Especially are the western state universities supposed to be free from the taint of superimposed methods of thought. Our university's existence is not dependent upon funded endowments, and our professors are not responsible in their teachings to the dictates of any acknowledged creed or school of thought. Theoretically the students of western universities are allowed perfect freedom of thought, and are permitted to form opinions of their own, free from any dictatorial influence.

In practice the theory does not work out quite so well. Professors, true to the rules of their profession, assume the attitude of possessing infinite knowledge of their particular branch of learning. This is all well and good. But some professors are prone to go beyond this, even to the extent of giving the impression that their word is law. They are all-wise, and individual thought, which runs counter to their views, is tabooed. For a student to have a mind of his own with opinions to match, is beyond the rules of the classroom. We students like to think that our minds are good for something, and that we have a right to form opinions and ideas of our own. Perhaps in five out of ten cases we are in the wrong, but is it not possible that professors sometimes err?

The real purpose of a university education is to train the mind of the student. Of course information is valuable, and is to be sought by all. But our memories are not perfect, and much that is learned in our college years will leave us in the future. The training that is given our minds, however, by certain courses, will always remain in our possession. Information we can get after we leave college, from reading and study. But the university is the best place to acquire mind training, and while we are here, our duty is to receive the maximum of mental growth and discipline.

We do not want a set of dogmatic rules. We do not want to be barred from using our minds. We want to have opinions of our own and we want them to be respected. We want to receive training in the use of our mental equipment, and do not care so much about mere masses of facts. We respect the superior wisdom and knowledge of our professors and give reverence to their views. But if their views are contrary to our best way of thinking, we do not want them shoved down our mental throat undigested. In a free institution we want freedom of thought and opinion.

THE WEAKNESS OF THE HIGH SCHOOL

Quite a storm of criticism is being directed at the methods and practice of instruction of our high schools and preparatory schools, together with their teachers. Much of it is justified. Principal of the indictments is that they do not teach their pupils to think. Many pupils when they come into engineering institutions find themselves at sea, unable to cope with the subjects they encounter. The majority of applicants arriving in this unprepared, half trained way force the entrance requirements of the college down, and consequently lower the standard of the curriculum all the way through, unless the students are carefully chosen, and either taught to think for themselves during their Freshman year or dropped from the rolls at the end of it.

The second point of criticism, although not so important, is also worthy of note. It is that the schools are not including enough science courses in their prescribed list, and that those that are given are such half-hearted affairs that the students find little preparation for college work in them. Besides this they are so little applied to everyday life, made so abstract, that the student little realizes that he is studying natural phenomena of the world in which he eats and sleeps and has his being.

Undoubtedly, if the high school is to fill its place in the modern school system, it must, above all, teach its pupils to think, teach them how to study and reason for themselves. And by all means let those who intend going to scientific schools have an adequate grasp of the fundamentals of the natural sciences they are about to take up.—The "Tech"—Massachusetts Institute of Technology.

Society

SOCIAL CALENDAR

April 19
Delta Delta Delta formal—Lincoln Hotel.
Viking formal—Lincoln Hotel.
Alpha Phi banquet—Lincoln Hotel.
Sigma Nu banquet—Lincoln Hotel.
Dellian Society banquet—Lincoln Hotel.
Alpha Gamma Rho—House dance.
Farm House—House dance.

PERSONALS

Irving Chapin, ex-'20, who is attending the University of Michigan is spending his vacation at his home in Lincoln.

Zella Scott, of Norton, Kansas, is a guest at the Delta Delta Delta house.

Mrs. Gertrude Squire-Hager, '19, left for her home in Valparaiso.

Cordelia Condra, ex-'15, left for Chicago, where she will start on a tour with the Ellison White Chautauqua system.

Mervin Meyers, ex-'22, of Manning, Iowa, is visiting at the Sigma Nu house.

William Johnson, ex-'19, of Omaha, spent Sunday at the Delta Theta Pi house.

Lieut. Loren Caley, ex-'18, is spending the week at the Alpha Theta Chi house.

Rosavere Menaugh, ex-'20, of Dennison, Iowa, is visiting at the Pi Beta Phi house.

UNI NOTICES

Beginning Tuesday, April 15, the University girl's swimming classes will be conducted at the Lincoln high school pool at the following hours: Tuesday, 7:30-9:00; Thursday, 7:30-9:30; Saturday, 2:30-4:30.

There will be a general meeting of the Woman's Athletic Association Wednesday evening at 7:15 in Woman's Hall.

I see not America only—I see not only Liberty's nation, but other nations preparing;

I see tremendous entrances and exits—I see new combinations—I see the solidarity of races;

I see that force advancing with irresistible power on the world's stage;

(Have the old forces, the old wars, played their parts? are the acts suitable to them closed?)

I see Freedom, completely armed, and victorious, and very haughty, with Law on one side and Peace on the other.

A stupendous Trio, all issuing forth against the idea of caste;

—What historic denouements are these we so rapidly approach?

I see men marching and counter-marching by swift millions;

I see the frontiers and boundaries of the old aristocracies broken;

I see the landmarks of European kings removed;

I see this day the People beginning their landmarks (all others give way);

—What whispers are these, O lands, running ahead of you, passing under the seas?

Are all nations communing? is there going to be but one heart to the globe?

Is humanity forming, en masse?—for lo, tyrants tremble, crowns grow dim;

The earth, restive, confronts a new era.

The perform'd America and Europe grow dim, retiring in shadow behind me,

The unperform'd more gigantic than ever, advance, advance upon me. —Literary Digest.

A Georgian from up in the mountains came to town on his annual trip with a load of corn, several potatoes, and other produce. As he neared the city he saw the sign: "Speed Limit Fifteen Miles Per Hour." Prodding his oxen frantically he muttered, "By golly! I don't believe we can make it." —Exchange.

Alpha Tau Omega announces the pledging of Laurney Mason, '22, of Lincoln, and John Dodds, '22, of Aurora.

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WHITMAN'S PROPHECY OF TODAY

American readers have found prophecies of today's world situation in Shakespeare, in Victor Hugo, and in various foreign writers, but an Englishman calls attention to Walt Whitman's Dr. C. W. Saleebby, writing to the London Times, makes an extract from Walt's "Years of the Modern," first published in "Drum Taps," in 1865, and asks, "Is not this indeed prophecy—the human utterance of the Divine?"

Girl's Advisory Board

The Senior Girl's Advisory Board will hold a short business meeting Wednesday at 12 o'clock at the W. S. G. A. room in the Women's Hall. Important!

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