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(Continued from Page 1)  
**LIBERAL EDUCATION VITAL FORCE IN RECONSTRUCTION**  
to engage in. But learning, education, has quite a distinct function and end; and all the sophistry and word confusions of many modern schools of pedagogy cannot confuse the essential dissimilarity of learning a trade or a profession and, to adopt at the outset the old Socratic definition of education, of learning to know one's environment and one's powers.

The end of the war has brought new questions to the fore in education. Our university like all universities the world over is crowded with students that tax our utmost resources. The universities of the British Isles report a registration that is breaking down all educational machinery. Ours here in this country have received an influx of students up to nearly fifty per cent above their pre-war enrollment. The people are awake to the new needs; and the communities must and at once answer with more liberal grants—or our work shall be ill done, a danger worse than were it not done at all.

**Demand Technical Training**  
The new demand is for technical training of a higher order than what satisfied us before the war—more expert engineers, more nearly finished physicians, better lawyers, more acute and saner business men. In the scramble to make up for the years of war we need more efficient years of peace. But the liberal tradition of higher learning has by no means been lost. The Labor Party in England—the party one would think that would demand first of all a new series of laws for better technical training—comes forth with a new demand for the old culture. And this is no mere paper manifesto. The colleges in England are flooded with young laborites reading the classics and joyously threading their way through Homer. Even in Nebraska, where for a while its adherents feared that the cause of the classics was dead, we are faced with a registration in the Ancient Languages more than double that of last year—and the end is not yet. There is an earnestness in the new demand which those of us who have seen the students face to face, cannot but feel. They no longer flee in crowds from a course because it is hard, but ask what has it in store. The department of mathematics has almost doubled its registration—soldiers and officers found that artillerymen are made out of those who know their trigonometry and calculus. The department of Physics sees a new influx of Arts students—no master of its principles could fail to render prompt and incalculable service to the country; and its need in these coming days of peace can be no less. There is a new stimulus to all of the humanities. Instinctively we feel that to serve ourselves and to know his social and historical relations, and to inquire deep into the mysteries of this world that is to become our more perfect machine.

**Must Meet This Demand**  
The Arts College must meet this demand—and will meet this demand with a new definition of its ideals and a new direction to its energies. We cannot stand cold before this vital impulse that is felt from Calcutta to California. The call for a new definition or a new statement of the age long definition of what educated men should think and feel, what their attitude should be before the many insistent problems that press for immediate solution, is too clear to remain unanswered.

The Arts College remains still the core and center of our higher education; to use the language of old Ben Johnson, "instruct to good life, inform manners, and no less persuade and lead men," that education which Milton planned "to fit a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war."

Notice that both these old classical ideals of an art education were primarily directed to an actual, practical life, but a magnanimous life too, a life wherein the duties of useful citizenship were inextricably bound up with the duties a man owed to himself. And it is this double thread run through all our consideration of what we should and should not do that is sharply significant today.

The early centuries of the educational renaissance in Europe turned with disgust from the logic chopping of the mediaeval dialectic, and felt themselves refreshed only with the higher humanism of the ancient Greeks and more liberal Romans. The first and second century Romans when they came into the freest contact with the Greek civilization cut their literature and their civilization on the same platform. As a result the traditional Arts education has twined for centuries around the study trunk of the classics. And there still remain those who feel the potent charm of Latin and Greek and lament that our newer humanities lay less and less store by the ancient treasury that we must bear in mind while recon-

has made them rich. ganizing the Arts College. We must maintain, I believe, the ancient classical and liberal humanistic tradition that all learning is a single and organic unit. Our aim, to quote Milton again must be "to fit a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war." In this pattern fit all departments, whether scientific or literary or social. Each has its part to play in the completed program, but each differing in its proportion as the varying needs of the student or his vocational aspirations demand. In other words departments must break down the barriers and correlate their work with each other, using as their guide the varieties of reasonable specialization the students should demand. On the other hand the student wanders in search of easy credit must be curbed, until he shall fit into such a program as shall be to his best advantage.

Where are certain natural groupings of departments. The coordination of these groups should, I believe, be secured as early as possible; so that they may come to the fullest possible understanding of each others' aims and ideals, and how they may best be realized. For example, History, Political Science, Sociology, Economics, Philosophy and probably Literature form a broad group with many identical aims. Under the old plan it was quite possible and still is, for a student to narrow his view to one of these studies to the almost total exclusion of the others. I for one feel it quite impossible to teach a course in say seventeenth or eighteenth literature without first assuring myself that the students are fairly well acquainted with the history and the political and social ideas of the time. The Arts college of this university is now considering the advisability of making a close study of the needs of each department, and how far each and all of the other departments can help to meet these needs.

There is still other consideration equally pressing which I hope will before long receive the attention it deserves. Our education is a process. The technical colleges have taken up and answered the question as to the arrangement of the courses to correspond to the development of the student and the subject.

**Orderly Presentation of Subjects**  
Their plan is to reduce the work to an orderly presentation of subjects beginning with the elementary and ending with the more special and complex. The student thus articulates each subject in his course with all that has gone before and follows. The result is an organic whole, of which strikes into despair anyone who compares with its orderly arrangement the almost hopeless jumble of subjects and departments in the Arts College.

Yet even here something must be done. Any many universities have proceeded on the theory that at least the first two years of the four for each student should be set off by themselves into a noviate, as it were, a preparation for the full freedom of college life. I refer to the junior college or junior division and the senior division or colleges into which the Arts College has been divided by Chicago and Wisconsin.

The plan has much to commend it. Freshmen and Sophomores are set off in a class or division by themselves with a fairly fixed routine of studies; exceptions can be made in the judgment of the faculty of those who wish to vocationalize early and leave college before or at the end of the sophomore years and courses specially designed set apart for them. All courses especially fitted for Sophomores or Freshmen are marked as such in the catalogs, and straying beyond these boundaries forbidden except in the most exceptional cases. When the student has completed his sophomore year he enters into the large freedom of the senior division and may specialize or not as his nature dictates and as the curriculum permits. He may not, except under specified conditions, return to subjects advertised as the peculiar property of those serving their novitiate. In this way at a stroke the college frees itself from these parasites who fatten through their four years on the soft tissue of freshmen courses. It is as near an approach to the set schedule of law or engineering as the arts college can tolerate; it encourages all the necessary freedom of the election which is the core of the Arts ideal, and yet retains the organic wholeness of the classical tradition of a liberal education.

We have spent years in declaiming against annual wastage due to intractable boys—and we have put forth huge efforts to reclaim them by the most persuasive of pedagogy. A mob of boys and young men in our metropolitan city shows in a night the futility of our best efforts.

The lesson must be taken to heart in universities, high schools, and kindergartens. If our education can allow such travesties on justice and

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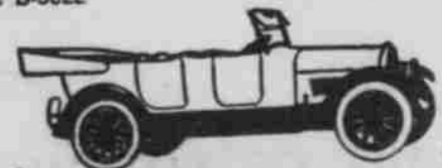
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- 10:30—Reception of student members, regular and affiliate, and sermon by the pastor on "The Omaha Riot."
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- 4:30—Quarterly Celebration of the Lord's Supper.
- 6:00—Young People's Luncheon.
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social order we have written our impotence in letters large the heavens "To instruct to good life, inform manners, and no less persuade and lead men."

This is what the seventeenth century set down as the ideal. The ideals of the best educators from the dawn of history, from Confucius and Plato to the Arts College of today have been ever the same. In this day of perilous reconstruction after the war, when interest in education is at its highest, we must more than ever put our emphasis upon the spirit rather than the letter, upon conduct in life rather than upon mere mental agility or technical training. Public life in one form or another must be the end which most of our graduates have in view. Whether as members of a woman's club or mayor of the city our graduate will carry on in the decades to come, and his manners and ideals will in much be those, which this Arts College has inspired.

These sentences smack a little of the peroration of a commencement address in a village high school,—and for this I ask for pardon of such members of the faculty as recognize the fault. But I do in all earnestness plead that these are students recognize the huge responsibility that lies upon us all. As huge an earnestness should be the answer of the Arts College.

"Public life in one form or other must be in the end which most of our graduates have in view," declared Dean Buck in his address at Convocation Thursday morning. In addressing the students he told of the vital needs in perfecting educational methods during the present period of reconstruction.

Dean Buck spoke, following the presentation of the Hainer cup to the Sigma Alpha Epsilon fraternity, in whose possession it will remain for the coming year. He emphasized

the great opportunities open to those and refining influence of liberal arts who have received the broadening education. He said: