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CO-EDUCATION.

A well known magazine carried some months ago an article in which it was argued that an educational institution which was attended by both men and women did not give its students as thorough or complete an education as does one which is not coeducational.

The question here raised is one which is settled as far as state universities are concerned. A state cannot discriminate in providing for the education of its citizens. It must educate both men and women. The only way it can avoid discrimination and at the same time coeducation, is to establish two separate and distinct institutions—one for the men and one for the women. The expense involved in the duplication of equipment and faculties would be so great that it would outweigh, in the minds of the tax payers, any possible benefits. To the young man or woman, however, who has the opportunity of deciding whether to attend a coeducational school; and to the board of trustees of a private institution which must decide whether or not it will open its doors to both sexes, this problem is a vital one.

It is generally agreed that the purpose of an education is not so much to give the students a number of facts as it is to train him to think clearly and critically and to be interested in intellectual things. The problem raised by the magazine article is the practical one of deciding whether coeducation is effective in providing such training.

The effectiveness of a school may be judged more by its undergraduate atmosphere than by any other one thing. Ample physical equipment, an excellent faculty, will not suffice if the students are not interested in the things which the equipment and the faculty represent. The students must be interested in thought, they must be able to think, they must have an intellectual curiosity which will cause them to want to think. To the extent to which this atmosphere prevails the institution will be successful.

An examination of the interests of the undergraduates in a coeducational school will disclose the basis for the criticism made against the system. The striking fact is that the atmosphere, by comparison with that of a non-coeducational school, is social rather than intellectual. The presence of both men and women leads to a development of a social life which often threatens to subordinate the curriculum. The interest many of the students is not in intellectual activity but in the multiplicity of social activities which are open to them. The lecture room, the library, the laboratory, are overshadowed by the tea-dance, the movie theater, and the formal party. This statement may seem to some to be exaggeration but an examination of the atmosphere of coeducational institutions especially the larger state universities of the Middle West, hold good. The number of students whose attention and interest is diverted by the social life is alarmingly large.

The non-coeducational school does not completely eliminate this evil. In such a school, nevertheless, the atmosphere is essentially different for the reason that the social life characteristic of a coeducational college cannot exist without the presence of numbers of young men and women. The absence of this distraction makes the atmosphere of the college more conducive to thought an intellectual activity.

The student who has the opportunity to choose or reject coeducation should bear these facts in mind. The concept of young men and women absorbing wisdom at the feet of the same teacher is an education which lays too much stress on fox-trot and not enough on the humanities.

The College Press

STORY OF AN IDEA.

Amherst is a proud little college. For generations it has held a place among America's famous universities. Its pride arises neither from towering buildings nor imposing numbers. Knowledge—That is the source of Amherst pride. It is a well of knowledge from which many have drunk and become famous.

As celebrated as any who have tasted of its learning is Dr. Alexander Meickeljohn, former president of the university, advocate of self-rule by students and one of the world's most distinguished educators. Fame came to this man some years ago, but not for his accomplishments or position in life. Frankly, it came to him because of an idea, and his life has been the story of that idea.

Thirteen years have passed since he first expressed that idea in his inaugural as president of Amherst, and in that time it has become the fervent purpose of his career. Perceiving faults in the existing order of education, he set about to remedy them. In the midst of powerful and widespread opposition he set his idea.

When new ways come into conflict with old, struggle and pain always follow. So it was in the case of Dr. Meickeljohn. Pressure was brought to bear which resulted in his resignation after eleven years of faithful application of the educational principles in which he believed. Compelled to choose between his own ways and those of a group, he selected the former, saying, "I differ from most of you on the issues of life, and I am going to keep it up."

He has kept it up. Still clinging to his idea, he has brought it before the nation. The Century magazine carries an account of his idea this month. He has been in San Francisco this week to lay it before us. In effect it is simply this:

1. The college of today is a confusion of action, thought and effort. In the midst of it all there is a conviction of relative futility and scattered effort. In order to lend uniformity and coherence to the process of collegiate education he maintains that the college of tomorrow must be small. Its faculty must not number more than 25 or 30; its student body not more than 300.

2. Because our knowledge has become a great mass of special studies, he suggests that we devote the freshman and sophomore years to the study not of disjointed courses, but of two characteristic civilizations, say the Greek and the present day French. The philosophy, sociology, science, history, economics, politics, art, and literature of these periods would thus be placed before the student, who, in the course of learning, would be expected to form an idea of what he wished to study in the junior and senior years.

3. Because the student must find himself in a community of taste and learning which can best be achieved by intimate contact with the instructor, he would substitute for lecturing a scheme of tutorial instruction. That in brief is the idea for which Dr. Meickeljohn is striving. Radical, you say? Impossible? Who knows? Men laughed at Columbus when he claimed the world was round—The Daily Californian.

TOWNSEND — Portraits. "Preserve the present for the future."—Adv.



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Calendar

Friday, February 13

Chi Omega Formal, Scottish Rite Temple.
 Kappa Sigma Formal, Lincoln.
 Gamma Phi Beta House Dance.
 Phi Omega Pi House Dance.
 Y. W. C. A. and Y. M. C. A. Party, Agricultural College Campus.
 Alpha Omicron Pi House Dance.
 Xi Psi Phi House Dance.
 Art Club, Library.
 Catholic Student Club Party, K. C. Hall.
 Lutheran Club Banquet.

Saturday, February 14

All University Valentine Party.
 Phi Kappa Psi Valentine Party.
 Phi Gamma Delta Formal, K. C. Hall.
 Lambda Chi Alpha House Dance.
 Phi Tau Epsilon House Dance.
 Kappa Psi House Dance.

Twenty Years Ago

C. H. Morrill, ex-regent of the University offered to give \$5,000 to strengthen the museum provided the state is willing to appropriate money to make the proper addition to the building as then used. He refused to see the valuable collections that are delivered to the University buried under ground and stored in boxes.

Mr. Morrill had been interested in past geological expeditions of the University and was instrumental in sending out yearly expeditions for

the collection of valuable specimens. The material has been used in an exceedingly rough manner on account of the meager displacement and unsafeness of the geology building.

J. H. Canfield spoke at Convocation yesterday on the broadness of the Nebraska spirit which characterizes the University. Mr. Canfield is a former chancellor of the University of Nebraska and was a visitor in Lincoln.

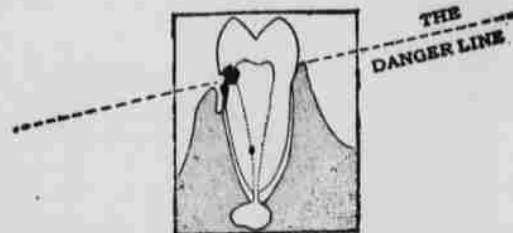
Ten Years Ago

Professor Lucile Eaves gave an illustrated lecture on "Child Labor in the United States," Tuesday at Convocation. Miss Eaves brought the child labor problem home to her listeners by showing pictures of some very unsatisfactory child labor conditions which could be seen not more than three blocks from the University campus. One of these pictures showed unsanitary conditions among newsboys and the deplorable environments in which they were placed.

Four rehearsals a week were being held on the new Kosmet Klub play, "The Easy Mark." Professor Scott is sparing no efforts to put the touch of professionalism upon those taking part.

UNIVERSITY OF CALIFORNIA

—Five Varsity boatloads of crewmen work out every day in spite of bad weather. The rain has been so furious that it is sometimes difficult for the coach to see the oarsmen.



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If you will look in a mirror, you will see a tiny V-shaped crevice around each tooth where it joins the gums. This is The Danger Line. Food particles lodge there and ferment, forming acids which lead to Acid Decay. The gums also suffer from the effect of these acids, becoming irritated and sore—perhaps receding from the teeth. Then you have conditions favorable to Pyorrhea.

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The Daily Nebraskan

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