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DANGEROUS QUESTIONS

It is not unusual to find persons who insist that controversial subjects have no place in the college classroom. Once a college begins to deal with these matters, they argue, it finds itself compelled to take sides, it excites animosities. The wiser course, it is pointed out, is for the college to confine itself to the giving of information and the handling of such questions as are not storm centers of opinion and prejudice.

Before accepting such a doctrine it is necessary to reach some conclusion as to the purpose of the college. If it is simply to give its students information, then obviously this stand is well taken. It is generally agreed by those interested in education, however, that the purpose of a college is not only to give students information but also to teach them how to use it intelligently. If this is true, those who would have the college avoid controversial questions are on dangerous ground.

To teach students how to use information, the college must teach them how to deal intelligently with such questions. It must teach them to think clearly, logically and without prejudice. Such training cannot be given by carefully shepherding the students away from controversies. They must be given opportunity, while they are in college, to hear both sides of questions so that they may have training in making decisions which are based on reason rather than on prejudice. This is the only way in which students may be trained to use information intelligently. To attempt it by any other method, especially by not allowing them to deal with controversial subjects, is as hopeless and futile as it would be to attempt to teach a child to walk without ever allowing him to use his legs.

To avoid the treatment of dangerous questions is a policy which will avoid trouble and make for a certain degree of tranquillity, but it is not one which is compatible with the purpose of a college.

STUDENT HONESTY

In accordance with the principle of a member of the faculty in dealing with the matter of dishonesty in class work the names of four individuals have been published before the class within the past week when the fact was established that their work was not independent. The reaction of the class when the dishonesty was made public was significant.

When the first two names were announced the class seemed to find the matter entirely a humorous one. The incident was evidently regarded as a joke. When the second announcement took place the attitude of the students present was one of indifference. They were not interested enough one way or the other to show any concern pro or con.

The problem of student honor is a time worn theme on the Nebraska campus. For the last six or seven years it has been duly discussed and reviewed by groups who knew beforehand what decision they were expected to reach and who never fail to reach that decision.

Within the last two months several organizations among the women have gone over the old ground and ended with the agreement that the only way to rout out dishonesty in student life was to create student opinion against it. Yet when a class of two hundred laugh at the attempt of a faculty member to aid them in such a movement, as they would at the aim of a joke on the vaudeville stage, it appears that not much progress has been made. It is mere evidence that there is little behind the women but talk.

Far from creating student sentiment against such practices the former seem to be at work to create opinion in favor of it.

The College Press

WHEN ART IS BOSH

There has been a lot of bosh written by modern men and women on "art"; there has been talk everywhere on whether this or that were "artistic"—in fact, the self-styled intelligentsia, and those who would like to flatter themselves with the name, rave on and on about "art" until we wonder just what this whole business of "art" really is. No one knows; everyone thinks he does.

And so, the whole program of life narrows down—for some people—in to a choice of the artistic, the refined, and the intellectual. This often degenerates into the more common, highbrow. While these art-mad people are feeding their desires with intellectual food (often artificial), they often forget they are human as well. Sometimes, it is true, they aren't.

When this finely discriminating sense drops, for instance, down to where it scorns a musical program because it cannot be classified as grand opera, then it is time to wave the red flag in the face of "art for art's sake." Instead of showing discrimination and common sense appreciation, our men of the supermind show themselves lacking in one of life's biggest fundamentals—humanness.—Colorado Silver and Gold.

WHAT MAKES THE CLOCK GO?

A large educational institution like the University of Minnesota is composed of an amazing hierarchy of co-ordinate parts. It is a kind of complex time-piece, admirable in its balanced machinery.

There are some who utilize this time-piece, this University, to tell the time of day in this confusing world that we live in; they know that accurate knowledge which is necessary to orientation in the world may be gained most conveniently by looking into its face.

But there is an amazing tendency to take, boy-fashion the thing to pieces, to evaluate each part, to find the essential piece of its ensemble. There are many who seem to think that its beautiful cover, the decorative fineness of its exterior, is the vital thing. And this is so sadly wrong in the eyes of the observer of another mind who knows that the main-spring ceaselessly working, all but intangible, buried as it is in the heart of the piece, is the guiding part of the mechanism.

So whatever societies, fraternities, auxiliary organizations may add to the appearance of the school, they are inferior parts of the University that depends for its life on the undamaged integrity of its cultural ideals and the success of its educational program. One cannot tell the time from a polished mahogany clock case, nor does a rich gilding strike the hour of the day. As long as clocks are clocks and we wish to know the time, the mainspring must function unimpaired.

The wise man will not overlook such an apparent truth, nor will he kick against the pricks when the guiding principle of the University enforces measures that are necessary to its efficient expression. A proper regard for scholarship, above every-

thing else, is the first law on which all the law and the prophets of the University depend.—Minnesota Daily.

HACKNEYED AND USUAL

Writers in their highly comendable efforts to get away from the hackneyed go to the other extreme and resort to the unusual and bizarre in the use of words. Which is the worse fault it would be difficult to say—it is enough that both are faults, and as such are to be avoided.

There is no whole in the English language that is per se hackneyed, or that can be made hackneyed simply by over-use. If it accurately describes the object or expresses the thought in connection with which it is used, no reader ever thinks how often it has been used before. The hackneyed word is, as a rule, the usual word used in an unusual sense or a strange association—as in slang, which grows hackneyed almost overnight.

The usual word and usual construction—it is these that reveal the master, or at least the skilled craftsman. It should be one of the chief aims of the writer to refrain from the use of "a tongue not understood by the people." But quite as important it is that there be recognition of the fact that there is a correspondence between certain words and certain thoughts or ideas, a correspondence so close that when the idea or thought presents itself the

word is at once suggested. It is that fact that makes some words, as we used to say, "inevitable." Nothing is gained—rather much is lost—in the attempt to dig up some other word, and the reader gets the impression that the writer is striving self-consciously for originality. The usual word is the natural word, and as such is always to be preferred. As with writing, so it is with living. Our sprightly young authors err greatly when they condemn customs, habits, conventions, ways of living, food and clothes because they are usual or common.—The Indiana Daily Student.

Notices

All notices for this column must be written out and handed in at the editorial office, U Hall 10, by 4:00 the afternoon previous to their publication.

Tassels
All Tassel members not wearing their sweaters Friday will be fined fifty cents.

Varsity Wrestlers
Individual wrestling pictures for the Cornhusker will be taken at noon today at the Campus studio.

A free lance journal of campus opinion will appear on the University of Kansas campus soon. This journal is being written by a staff of student writers who desire to express their opinions.

DID YOU BREAK THE POINT ON YOUR LEAD PENCIL IN CLASS TODAY?

If you did, you didn't swear, but the chances are you felt like doing it. Although Shaeffer's Sharpoint Pencils sold by Latsch Brothers cost less than it does to use ordinary pencils, the big advantage is in the time and annoyance saved. The pencil is so nearly perfectly balanced—the mechanical construction so exact that it can easily be called a perfect pencil. Remember it expels and repels the leads. And it has a Guarantee that means something! See it at Latsch Brothers, 1118 O Street.—Adv.

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So many men at Harvard cut their classes in a new term that it became necessary for the faculty to pass a ruling that those men cutting their first classes should be excluded from further attendance.

Students at the University of Oregon may substitute golf for gymnasium work and receive credit from the physical education department. A three-hole golf course is maintained on the campus.

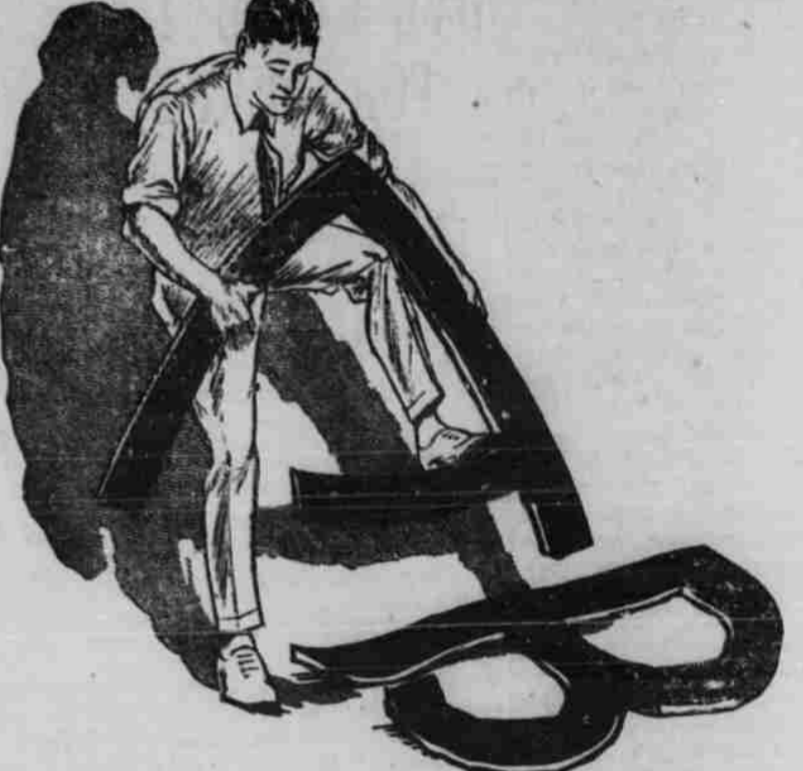
The radio broadcasting station has not been in operation at Pena State College this year because of the program of economy adopted by the school authorities. It will not be put in operation before next year.

A professor in the zoology department at the University of Washington has two living sponges for pets. He says they cause very little trouble and in this respect are ideal pets to keep.

Violation of the University of Indiana ruling against students operating automobiles without official permission resulted in two men students being sent home.

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WHY waste time and energy trying to twist yourself into an engineer when your natural bent is away from matters technical? It isn't necessary. In these days, industry, and particularly the electrical industry, is so broad as to require men in all lines of work. Engineers of course, but there is plenty of opportunity for men in the purchasing, manufacturing, accounting, legal and other commercial departments as well. There's a good rule to follow. Find out what work you are naturally fitted for—then go to it. And isn't it better to be a first-rate A. B. than a second-rate E. E.?

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