

# The Nebraskan

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## Gross Negligence.

The Nebraskan places, at this time, some serious charges before the bar of all public opinion. It is not a pleasant thing to discover a case of gross negligence and be forced to expose it. As a matter of fact this writer hesitates because the manner of procedure is, albeit, a delicate one. It must be thoroughly understood that what we are about to say here is not meant as a reflection upon the character of any person or persons. Rather it is a situation in which those involved were the victims of a vicious chain of circumstances. But even so the **FACTS MUST BE KNOWN.**

The editor of the Summer Nebraskan has committed a gross negligence in office. One look at today's paper must obviously indicate that fact. It needs no expert to deduce that today's paper is composed largely of "filler" material. It is lamentable, virtually inexcusable. And this column wastes no time in thoroughly scoring said editor for his shortcomings. Yet there must be another side to the question and only because justice must be done it seems that some explanation is forthcoming.

It is no secret that school did not hold on Monday and Tuesday. That of course meant that news could not be gathered when there was no one from whom to gather it. That, of course, left only Wednesday in which to gather, head, and make-up the paper, which duties last into the very small hours of Wednesday night or Thursday a. m. So in consequence of this deplorable state of affairs the Nebraskan suffers this issue. Fortunately former Editor Allaway left the following editorial in the overset and mayhaps it in some measure will redeem the sheet.

## Human Being or Calculating Machine?

REPRINTED in the Nebraskan this morning is a condensation of an article, "How Much Do School Marks Matter?" from the Parents' Magazine, by the president of the Progressive Educational association.

The author, with ruthless logic in some places but a tendency to overlook actual facts in others, to his own satisfaction demolishes all grounds for the present system of school grading. He comes to the conclusion that "school marks should be abolished because they make children feel inferior (or superior), encourage dishonesty, give a feeling of insecurity, dull the edge of intellectual curiosity, make children course passers instead of learners, and provide in general unworthy motives for hard work."

The Nebraskan invites the school superintendents and teachers among its own readers to examine

the article. In it they will find some ideas that will stimulate thought.

But while the writer marshals impressive arguments and doubtless has a vulnerable object for attack when he turns on the school grading system, we cannot wholly agree with all he says in premising his conclusion that grades should be abolished.

For instance, he says that the present grading system fails to take into consideration the natural ability of the student, whether—no matter what the results—he is doing the best of which he is capable. Now this is not quite correct. Though the result may be so expressed, the method by which the teacher comes by the grade given any student is not purely

and objectively mathematical. The kind of work a student is doing in relation to what he is capable of, his sincerity, his degree of effort—all these are bound to be given some weight in a teacher's estimate of his work.

And this last is the essential thing. Whether the final estimate takes the form of a numerical grade, as at present, or that of a "human report," such as the writer of the article suggests, that the relation of teacher and student be that of one understanding human being to another, is the essential thing.

The Nebraskan would like to receive, and would be glad to print, any expressions of opinion on this subject by school people attending the summer session here.

## Teachers College Methods Moulded To Preserve Individualism--Corey

Has the rapid increase in high school and university enrollment during the last decade been accompanied by teaching methods which have turned the educational parade into a "goose step" affair? Is individualism being snuffed out? What is the teachers college of the University of Nebraska doing about this situation?

These are some of the questions which were considered by Dr. Stephen M. Corey, associate professor of history and principles of education, in a recent radio talk.

"The contention is made," he said, "that our universities are aimless institutions which have prostituted themselves to every popular whim, playing the role of everything from a reformatory to a vaudeville house. The social organizations such as fraternities and sororities are said to be vicious, veritable hotbeds of smug complacency and snobbishness."

Dr. Corey then went on to analyze and answer these charges which have intermittently been made by modern authors such as Upton Sinclair who published "The Goose Step" in 1932, attacking the increased size of the American college and university.

Such charges were not dismissed by Dr. Corey with a rhetorical gesture.

### "Some Fire."

"Even if we admit the tendency for all critics to exaggerate," he continued, "so much smoke must indicate some fire. In open recognition of these dangers, a number of colleges have attempted fundamental reorganizations. Each change represents an earnest effort to better adapt curricular offerings to the varying needs of the young men and women who in ever increasing numbers are seeking college training."

After pointing out some of the corrective programs instituted along this line in other American institutions, Dr. Corey went on to cite the counter-attacks on standardization which are being made here at the University of Nebraska.

"The University of Nebraska has recently instituted a program of honors graduation which enables gifted students to take a considerable portion of their work outside of class and provides for more individualized contact between instructor and student," he pointed out. "In the Teachers college, this program begins as early as the junior year, and in the minds of

the entire faculty represents a distinct step forward."

That the teachers college is fully alert to these changes and is continually on the lookout for ways and means whereby courses and procedures may be changed so as to make them better adapted to the needs of the individual students, was another of Dr. Corey's points.

"In view of their convictions in these matters," he said, "the instructors in teachers college, as a body, continually direct attention to the development of the individual. From the time the student registers as a freshman, until he finishes his practice teaching in the senior year, every attempt is made to recognize his individuality."

The part that each student's adviser plays in his college career was named by Dr. Corey as one of the fortes of educational individualism.

### Advice Diversified.

"The advice of such a counsellor in teachers college is not limited to the selection of courses and such purely curricular problems," he asserted. "Many students arrange for interviews dealing with a wide variety of topics. Financial problems, housing problems, personal problems, religious problems, and many other questions which are continuously arising in connection with complex university life are discussed informally by the student and his adviser."

"The dangers inherent in coming from a small high school where relationship between teacher and student is most intimate to a large university should not be minimized," he continued. "In recognition of this, the teachers college,

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for a number of years, has included among its offerings an orientation course for freshmen. There the students are introduced to the many aspects of college life which differ—sometimes radically—from their high school experience."

The purpose of such a course, he explained, is to make the break between high school and college less abrupt for teachers college freshmen.

Plans for future development along educational lines are already in the making, he said. If funds become available an educational clinic—which will attempt to analyze the scholastic difficulties of every student and give remedial treatment that is completely individualized—will be developed. The teacher placement service directed by Mr. Moritz was cited as an example of the attention which the teachers college devotes to the individual after graduation.

"The emphasis that the teachers college of the University of Nebraska places upon the student," he concluded, "is a result of the clear recognition of the danger that the individual will be lost sight of in the frenzied attempt to train large numbers of teachers. The members of the faculty feel that their work is successful only in the degree that individuals develop as such."

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## NEW ELECTIONS OF TEACHERS ARE REPORTED HERE

Teaching candidates, applicants for fall term positions, whose elections have been reported recently to the University of Nebraska department of educational service include:

Mary Sweasey, who will teach music in all grades at Milligan; Louise Crinklaw, elected to teach Latin, English and music at Dakota City; Theola Nuse, who will teach the fifth and sixth grades at Winside; Anna Bearg, who has been elected to teach commercial and English at Weeping Water; and Marcella Mason, to be the third and fourth grade teacher at Hardy next fall.

The bureau has also received the information that J. M. Hungate, who has been principal at Scottsbluff, has been elected to the position of superintendent of schools at Lusk, Wyo.

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