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With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and orphanto do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."— Abraham Lincoln.

Progress and Poverty.

TODAY marks the sixty-fifth anniversary of the University of Nebraska. Another milestone passed in the life of an institution created by an act of the Nebraska legislature and signed by Governor David Butler Feb. 15, 1869. Today, in the place of a struggling uncertain institution of the early seventies, people of the state point to a university that has grown to mammoth proportions and to an institution which has sent thousands of successful young men and women into the world.

When the University of Nebraska was officially opened in the fall of 1871, but twenty students were enrolled in its single college. Today there are ten colleges far more complete and better organized than the entire university during the early days of its life. From the score of students then attending the university, enrollment has changed to 4,000 or more who seek education in 1934. In the place of U hall, now condemned, the physical proportions of the university have outstripped all plans of building programs. The sixty-five years of this institution have wrought great changes.

The growth of the university has gone hand in hand with the progress of a great state. It represents a higher thing in life-the educational idealwhich the early settlers foresaw for their children and future generations.

Swarming into the fertile areas of this state under the free homestead act which congress put into effect Jan. 1, 1863, the courageous pioneers settled upon the rich river bottoms. The virgin soil was overturned, and the early settlers put the abundant forces of nature to work. Cultivation progressed as crops were sown and harvested. Grasshoppers, drouths, and adverse weather conditions were obstacles. But to these settlers failure meant certain extinction. Homes were built and soon dotted the barren prairies. The prairie schooner, headed westward, stopped on the plains of Nebraska. The iron horse, an advance guard of real civilization, soon went unnoticed by these people. The pioneer had indeed conquered his dominion.

The same determination that built the state founded the University of Nebraska. It is significant that two years after these sons of the soil had achieved statehood, they were bent on having a state university. The institution has taken many strides forward in the brief span of sixty-five years. For, similar to the state, the University of Nebraska's history has been a colorful and picturesque drama. Few realize the spirit that was responsible for the founding of this institution. Perhaps fewer still recognize the possibilities for future development and accomplishment.

THE real worth of an institution of learning, however, cannot be measured adequately in terms of physical growth and enrollment. Indications of real progress and advancement, on the other hand, can be found only through examination of the academic and cultural aspects of this institution.

The cultural influence of this institution on the state of Nebraska cannot be determined. The numerous college presidents, corporation heads, and professional leaders listed in its alumni directory may indicate that the university has rendered a service of high academic value to the state and nation. Faculty members of the university, it may be pointed out, are largely responsible for the brilliant showing the university's graduates have made. In addition, the high position that the university holds in the educational world may be attributed largely to the influence of its faculty. Perhaps they deserve no small credit for the building in Nebraska an educational institution of which not only students and

alumni, but the entire state may be justly proud. But in spite of the institution's physical and cultural growth, it has suffered numerous setbacks at the hands of ill-informed individuals. Future plans and dreams for a better university have often been shattered by the simless tinkerings of well meaning but ignorant men. The political "footballing" of higher educational institutions has come to be a commonly accepted procedure. In short, the cause and future value of education has been sacrificed on the altar of the almighty dollar.

The damaging experience suffered by this university last spring was such an experience. It was an expression of bitter contempt for an educational system that had seemingly lost it's educational aims and ideals. But the incident was an unfortunate one. Progress in this institution was halted abruptly. Faith in the real value of education and its express contribution to society was shaken. Well may we say that in the brief span of sixty-five years the university of this great commonwealth has experienced progress and poverty!

And so might this anniversary day be one of genuine reflection. The university has much to be thankful for on this day. It has also much to correct and plan for in the future. As more of its graduates become imbued with the real aim and purpose of education and its relationship with their everyday life, then will the citizens of this state be- of the way.

come more universally converted to the actual benefits of a state university.

And then too might the university pause to reflect. For from it should emanate a new type of thought-a sane and sober thought-purpose of action, and a true realization of the educational ideal which dominated the thoughts of the pioneers who founded this institution.

Ag College

Carlyle Hodgkin

"COLUMN" POLICY

The Daily Nebraskan this week initiated a new "column" policy. Henceforth Ag College will appear twice weekly. It will be published on Tuesdays and Thursdays. On Mondays and Fridays will appear regularly a column "Beneath the Headlines," by Dick Moran. Columns appearing in the Sunday Nebraskan will be by whatever writers the editors may select

Beneath the Headlines, judging from its contents in the Wednesday Nebraskan, may well serve a very useful purpose on the university campus. It is a common remark among the faculty that students are uninformed on current news developments. The students realize it's truth no less than do the fac-

But what to do about it? Students' interests are here, on the campus. That is natural enough. Moreover, their work keeps their time and attention directed toward school rather than toward things outside of school. Many a student will tell you frankly, and often a little regretfully, that he simply does not find time to keep abreast of the news. And he realizes, too, that the news is important.

If for any considerable number of students that situation is true, and I believe it is, then a short, concise summary of important happenings, national and international, gleaned from the nation's newspapers and presented twice weekly in the Daily Nebraskan would seem to be the solution to what many recognize a a vsital need.

MIDNIGHT MEETINGS

Bull Session: Any meeting where two or more students are gathered together to talk about any subject that happens to present itself. The time is usually well after midnight. The place is usually some student's room. The subject material usually ranges over the whole world of things, people, and ideas, knows no rules, goes wherever it will.

These midnight sessions, well known to students anywhere and everywhere, are discussed here because they may be the key that unlocks the door to one of the average student's greatest desires. What is that desire? It is to learn to think.

In final analysis, that is the greatest problem of every student in this university-to learn to think. To learn facts is a relatively simple process. But to learn to see reason in facts, to learn to see their meaning and significance, to learn to see relationships between facts, to learn to discover new truth from old truth, to learn to understand and Hitler Looks First for Support manage one's world by that difficult process called thinking-that is not simple.

It is the most difficult problem, in fact the chief problem, students face, and that many of them fail to solve it in any satisfactory degree is no deep, dark secret. But what has this problem of how to think got to do with bull sessions? Just this.

Discussion is the greatest stimulator of thought. and children starve to death ler or socialism. How well the particularly if it is the right kind of discussion. as a result of the blockade impeople of Germany think that the And particularly if it is the right kind of discussion. And the kind of discussion usually found in bull sessions is the right kind. There are no taboos. Each who lived thru the red terror and partner in the discussion says what he thinks. Where in the class room he may keep silent because his question might sound ridiculous, in a good old session he will blurt out what he thinks. And if someone knows why he is wrong, they won't hesitate to tell him so.

would have—; to the boys in the ple.' middle class families who lost D Such frank and pointed discussion tends to set minds to working. The partners in the discussion get to clicking. One jars loose a new thought in ily for centuries. another, who in turn may jar loose a new thought in the next. So the process goes.

One group of students on Ag campus have, I think, made highly valuable use of such sessions to master their college work. Among that group are Paul Harvey, Elver Hodges, Gail Klingman, Gerald Mott and a number of others who have been closely associated through the medium of their boarding club. And it is safe to say that the value of discussions such as theirs must have by no means stopped with a better understanding of college work.

The point will be raised, of course, that bull sessions usually devote themselves to subjects so trivial that they are without value. That disadvantage must readily be conceded. But the fact that in such sessions the conversation is entirely spontaneous remains to their credit. The fact that there are no taboos, that the partners in the discussion say what they think, remains as an advantage. The fact that discussion sets minds to working, gets them to clicking, remains as an advantage.

Students have in bull sessions the vehicle through which they may learn more about the art of thinking, that one skill which they really went to university to help them attain, than through any other single medium. The one requisite is that the sessions be made to range over the kind of subjects that will stimulate thought.

The Greeks had more than one word for it, according to an announcement by one of our classics

Roosevelt's naval building program seems to indicate that Frankle hasn't got over the sail boat days when he was assistant secretary of the navy.

If all the short story contests solicited by our leading publications were laid end to end we would probably have a tall story contest.

The university is granting an L. L. D. to one of its first graduates. This should offer encourage-

The "Campus Cop" has been selected as the Kosmet show this spring. It should be a Regler

It is rumored that this week politicians are electing the prom queen. We admit that the early bird gets the worm.

We are wondering what the Innocents are doing these days, now that the football rallies are out

AMERICAN UNIVERSITY FAILS

Lane W. Lancaster and Harold W. Stoke

The Department of Political Science, University of Nebraska

Editor's Note: The following article is the third of a series our discussions dealing with educational problems at Neska and other American unityersities. The last article of this will appear in Friday's Daily Nebraskan. The authors ent these articles with the express purpose of creating discions on the issues railed by them.

IN our preceding articles we pointed out the plight of students and teachers which has resulted from the dominance of the commercial spirit in education. We said that teachers had lost heart and were losing their faith in the distinctive, significant character of their work. There are even those who have thought so little about their work that they fear the schools may be displaced by radio and correspondence study. We said that students are bewildered because there appears to be so little connection between what they are asked to do and what they came to college for. New that college education appears to be almost worthless on the labor market, the old motives will no longer suffice to bring students to college or to induce them to study. If the commercial interest can no longer be trusted to operate the educational system, can we find a substitute? We believe we can.

We have already implied that most of the ills which afflict the educational process are matters of the spirit, not of equipment, program, or organization. If that analysis is correct it suggests the proper remedy. The spirit in which education is carried on must be vitalized and purified. Several suggestions for so doing are offered.

First, the faculty must undergo a thorough revival of faith in the distinctive character of their work. Teachers need constant reminding of facts so fundamental that they are overlooked. These facts are that faculties are almost the only groups in a hectic social order who are trying to "find things out" rather than promote and sell them. Faculties find the measure of their worth in the development of the personalities under them, in the discoveries and contributions of their research, and in the extent to which they can bring order for themselves and others into various fields of knowledge. Faculties find the measure of their worth in the development of the personalities under them, in the discoveries and contributions of their research, and in the extent to which they can bring order for themselves and others into various fields of knowledge. Faculties need their self respect revived by fresh reminders of their awful importance as the treasurer of the race's knowledge and as the medium through which that knowledge can be made known. Teachers need to be rescued from the heresy too many of them have accepted that education is a "business" which must meet the same tests and operate on the profit and loss basis of any other business. But that denial must not be made lamely; it must be made with ringing conviction and genuine demonstration.

The educational profession, as we have said, has prise.

posed on Germany in the war;

who had seen whole villages

burned in Saxony; who had seen

homes taht had been in the fam-

'It is to these men that Hitler

first looked for support," said Dr. Werkmeister in his address at the

central Y. M. C. A. building be-

Dr. Werkmeister's lecture is the second in a series of lectures on

current topics sponsored by the Y. M. C. A. and Y. W. C. A.

stated, "the German people were going to set up a democratic form of government using the ideal points from democracies all over

The monarchy was the govern-ment which had ruled Germany for generations and the people were

the world."

"When the war was over," he

fore the student group Tuesday

To People Who Have Seen Terrors

To the schools of the war pe- not ready for a democracy, he said.

riod who saw 700,000 women there was a choice offered of Hit-

his people stoop to the colored 75 percent of the people in Ger-troops stationed in the Rhineland many are back of Hitler; they

liked this much as the southern ers of dictator that Hitler may ex-

gentlemen in the United States ercise are given to him by the peo-

France,-these proud people think he might be right. Any pow-

Imposed by War, Says Werkmeister

choice was made was expressed by

People Back Hitler

"It is my belief," he stated, "that

Dr. Werkmeister could not understand the policy of the press in giving so much space to the

statements made against Hitler by

his enemies and so little space given to the things that he is ac-

tually accomplishing. He pointed

to the non-aggression pact just re-cently signed by Germany and by Poland. The papers made no men-

tion of this treaty whatever giving preference to statements made

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Dr. Werkmeister.

lost its fervor because it has lost its faith. We need to reaffirm our belief that education should have an intellectual purpose. By this we mean that our efforts as teachers should not consist of a series of disjointed and unrelated "solutions" of problems by rule of thumb, but should rather be directed toward getting to the fundamentals of the matters with which we deal as scholars. It was a wise man who urged us not to despise theory, for theoretical man is the one who has got to the bottom of things. A good deal of our present confusion is due to nothing else but superficial thinking. There is a sense in which our "practical" men have been a nuisance. for their decisions have been informed by no principle, they have "played their hunches," and have made the fatal blunder of assuming that things are what they seem to be.

But when we criticize them we in fact indict the educational system which "prepared" them to live in society. If that society is badly ordered it may well be due to the presence in it of badly educated individuals. In spite of our American attitude of contempt for the "impractical," it may be suggested that such "impractical" people as, say, philologists, could scarcely have done worse in managing affairs during the past twenty years. From them we should at least have had a chance to recruit men accustomed to thinking through their hall. problems, but until our educational institutions are devoted to truly intellectual pursuits they can scarcely hope to produce a cultivated minority able will meet Thursday at 4 o'clock at to support such leadership.

We take the first step toward the reaffirmation of the faith we have lost when we talk about it. It is then that we discover reasons for the faith or Beth Schmid. lack of faith within us. But how little genuine sincere discussion of our work goes on! How few the addresses of scholarly and thoughtful men! How rare the demonstrations which might encourage us that people ever actually reach the high roads we glibly describe as the proper ones for noble minds! Most of our faculty meetings are called to care for administrative, not educational, matters and most of us generate such ideas as we have after we arrive and learn the nature of the subject under discussion. No wonder our meetings are barren of inspiration, educational cliches in sound and departmental quarrels in fury. There is all too little selfexamination and efforts at justification of the very ideas that are central to the life and work of a university. People will never do well what they do not believe to be significant, and the vigor of the educational quest will not be revived at the University of Nebraska until the faculty makes itself feel that it is an indispensable part of an indispensable enter-

against Hitler by Stalin.

"When I went to Germany," he concluded, "I was strongly against

Hitler; since I have seen what he is doing and the support which he

holds I am only mildly against him. It is my belief that Hitler is

a sincere, honest man working for

OFFICIAL BULLETIN Swap Shop.

Students whose books have been sold by the Y. W. C. A. Swap shop will be paid any time from 11 to 3 on Thursday or Friday of this week. The shop will also be open from 11 to 3 on Tuesday, according to Theodora Lohrman, chairman of the committee in charge of the shop

St. Paul M. E.

A Valentine party sponsored by the Epworth league of that church will be held at St. Paul M. E. Fri-day night at 8 o'clock in the church, 12th and M.

Prom Committee.

The junior-senior prom commit-tee picture for the 1934 Cornhus-ker will be taken tonight at 7:30 at the campus studio. Members of the committee are requested to wear formal dress for the picture.

Social Dancing.

Friday evening from 7 to 9 o'clock a social dancing class will be held in Grant Memorial hall. Ten cents and an identification Dramatic Club.

Dramatic club meeting tonight

at 7:30 at the Temple theater. All members and pledges are request-ed to attend and to be on time.

Interest Group Leaders. Interest group leaders will meet at 5 o'clock Friday in Ellen Smith Y. W. C. A. Staff Meetings.

The following Y. W. C. A. staffs Ellen Smith hall: Finance, Marjorie Shostak; Swap Shop, Theodora Lornman; Nebraska-in-China, Laura McAllister; World Forum.

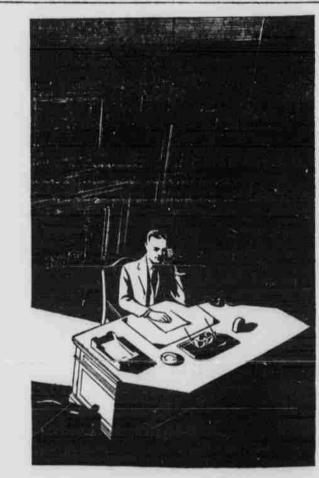
PLAN IS FINALLY GIVEN APPROVAL

(Continued from Page 1.) self, John Gepson, president of the

A report on campus organiza-tions to the council revealed that a majority of the various clubs did not have constitutions on file with the council. The council voted to suspend any organization over which it exercises jurisdiction, that does not have a copy of its constitution on file with the council by the next meeting, Feb. 28.

A report that the national organization claims more than 60 per-cent of the fees of most honorary organizations was given by How ard White, chairman of a special committee of investigation. Further action and an effort to lower these costs will be attempted in the future it was indicated.

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