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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 orphan—to 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.

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.

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 ideal—which 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.

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.

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.

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 aimless tinkering of well meaning but ignorant men.

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 its educational aims and ideals. But the incident was an unfortunate one.

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-

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

by 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.

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 faculty.

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.

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 as a vital 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 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 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 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.

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 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 professors.

Roosevelt's naval building program seems to indicate that Frankie 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 encouragement to some students.

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

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 of the way.

The AMERICAN UNIVERSITY FAILS

By 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 of four discussions dealing with educational problems at Nebraska and other American universities. The last article of this series will appear in Friday's Daily Nebraskan. The authors present these articles with the express purpose of creating discussions on the issues raised 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 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.

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.

The educational profession, as we have said, has 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.

Hitler Looks First for Support To People Who Have Seen Terrors Imposed by War, Says Werkmeister

To the schools of the war period who saw 700,000 women and children starve to death as a result of the blockade imposed on Germany in the war; who lived thru the red terror and who had seen whole villages burned in Saxony; who had seen his people stoop to the colored troops stationed in the Rhineland by France,—these proud people liked this much as the southern gentlemen in the United States would have—; to the boys in the middle class families who lost homes that had been in the family for centuries.

"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 before the student group Tuesday evening.

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.

"When the war was over," he stated, "the German people were going to set up a democratic form of government using the ideal points from democracies all over the world." The monarchy was the government which had ruled Germany for generations and the people were

not ready for a democracy, he said. In the chaos which followed there was a choice offered of Hitler or socialism. How well the people of Germany think that the choice was made was expressed by Dr. Werkmeister. "It is my belief," he stated, "that 75 percent of the people in Germany are back of Hitler; they think he might be right. Any powers of dictator that Hitler may exercise are given to him by the people."

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 actually accomplishing. He pointed to the non-aggression pact just recently signed by Germany and by Poland. The papers made no mention of this treaty whatever giving preference to statements made

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 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 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 self-examination 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 enterprise.

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