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Using Intelligence In Politics.

SOME time ago George W. Norris, Nebraska's progressive senator, stated that the bright spot in the governmental sky today was the active interest youth was taking in our major political and social problems. He added that students should break away from the old party bossism and adopt a spirit of healthy interest in politics.

Senator Norris did not mean that students should indulge in the type of "government" practiced during the past decade. He suggested, on the other hand, that students should participate in government by exercising intelligence in selecting capable candidates for office.

That Senator Norris' plea is being re-echoed over the nation is somewhat apparent. The overthrow of Tammany hall, and the bitter fight of the fusion ticket against the Pendergast machine in Kansas City combined with other instances to indicate that youth is taking an active interest in government and "politics."

This means, briefly, that the average individual's notion about government and politics is being rapidly changed. During the past decade, and now to a less degree, students and others have been awed at the very mention of the word politics. It is a horrid word, bringing to mind unpleasant associations of graft and corruption in the high places of our democratic governmental machinery. But this is being changed if we believe in signs of the times. Today participation in politics means active interest in public service.

This "new deal" has not been confined to legislative halls. On the other hand, there is a definite movement among colleges and universities to educate youth for better government. Our institutions of higher learning, it seems, are attempting to imbue youth with a sense of social idealism.

NEBRASKA students will parade to the polls Tuesday morning to elect their representatives in the student governing body, members of the student publication board, Iva Day orator, and to sanction an amendment to the student council's constitution.

Judging from the unusual amount of political activity during the past few weeks, Tuesday's election should reveal a large student vote. In addition, the relative strength of the two factions, formed last fall, will be put to the acid test.

Close inspection of the present political scene indicates that Nebraska students reflect only in a small way the movement about which Senator Norris spoke. Many discrepancies in the present political situation are apparent. For instance, the usual run of candidates are individuals known as

"activity people." They know little and probably care less about the position they have been chosen to fill. Their primary claim to candidacy rests mainly on social success or fraternity affiliation. A predominance of the candidates are either totally disinterested or seek office purely on the score of climbing the activity ladder. Whether this year is an exception may be subject to considerable speculation.

The most damnable aspect of the campus political system is its utter lack of organization. Successful candidates represent nothing. They are not responsible to student voters, nor the faction which nominated them. In short they represent no active functioning constituency. Factions which nominate them, it must be noted, have but little excuse for existence. Apparently they represent nothing but an effective consolidation of personalities.

As a possible avenue for improvement the Nebraskan suggests that candidates be told what he is to do, and who he represents if elected. At least, this would be a change for the better.

THE Nebraskan recognizes that where there is a political set up in the guise of a democracy, there are elective offices to be filled. Candidates obviously will compete for these posts. There will also be factions, to back these men in the hope that they will share in the spoils if their candidate gets "in."

It must be noted in this connection, however, that in most cases the political machinery is well organized. In many respects it has a definite purpose. Successful candidates represent most usually the principles of the group they represent. Directed into constructive channels this set up exercises a healthy influence on government. This is what Senator Norris had in mind, we believe, when he spoke of the revival of interest in faithful public service.

Student politics, although petty in nature, might well serve as an excellent laboratory for future public servants. In this respect campus political machinery is lacking.

Browsing Among The Books

By Maurice Johnson

AUTOBIOGRAPHY is often stuffy, but Maurice O'Sullivan's "Twenty Years A-Growing" is like a fresh breeze. Written first in Irish, it had wide popularity in England and then was chosen by the Book-of-the-Month Club here. O'Sullivan is now a Dublin policeman, but he writes like a poet: "Did you ever hear how the life of a man is divided? Twenty years a-growing, twenty years in blossom, twenty years a-stooping, and twenty years declining."

Dancer Ted Shawn and his troupe of men performed here Wednesday, and in the same week the tragic story of Nijinsky, greatest dancer of recent time, was put on sale, written by his wife. The book "Nijinsky" is called a "portrait of the glittering Imperial Russian Ballet in all its glory."

Miss Luaren Gillilan left Smith college looking for "copy," and she found it among desperate miners turned communistic. "I Went to Pit College" is not a novel, but it is a brilliant piece of reporting. To get her material Miss Gillilan went down into the pits disguised as a boy, begged on the streets,

was made love to by communists, and lived among the poorest miners.

Middlewesterners who enjoyed Phil Stong's "State Fair" and "Stranger's Return" will find another soothing dose of Iowa humdrum living in his "Village Tale." He does, however, introduce fear and death into this new novel.

Poet Robinson Jeffers, aloof and seeped in misanthropy, has afforded Eddie Guest another scare with his "Give Your Heart to the Hawks." This poem continues the mood of Jeffers' neurotic obsession. Rather than sing of violets and nostalgia for the old Oaken bucket Jeffers cries of life who "drinks her defeat and devours her famine for food."

Biography is being put out in wholesale lots, and several publishers have hit upon the idea of biography series. The thirty in the Macmillan Great Lives list are of convenient pocket size. Number fourteen is "William Blake" by Alan Clutton Brock. Artist-author Blake was made to scream with fright at the age of four when he saw

"God put his head to the window." Later he saw a tree filled with angels, and he met Ezekiel. His strange but simple poems and drawings are filled with mysticism. "The Tiger" is his best-known poem.

People are still reading and exclaiming over Lloyd C. Douglas' "Magnificent Obsession." Neither that book nor his "Forgive Us Our Trespasses" is well-written or has any real importance. Given impetus by ladies' aid societies, "Magnificent Obsession" has proved a perennial best seller, much to the surprise of its obscure publishers.

America's leading Negro citizen, James Weldon Johnson, has written 411 big pages of "Along This Way," his autobiography. He says of the Negro: "And, today, his self-confidence may be increased by only looking around him and noting what a mess the white race has made of civilization." This may fit in with Oswald Spengler's prophesy that the day of the white race is waning fast.

Says Chicago Poet Carl Sandburg: "Poetry is the synthesis of hyacinths and biscuits."

Dr. Charles Fordyce Predicts Future Occupations, Discovers Specialized Talents With Many Ingenious Devices

"Why am I out of a job?" thousands of men and women have asked sadly since the depression dropped down. "What's the matter with my boss?" ask workers whose employers have taken "sudden dislikes" to them.

Answers Dr. Charles Fordyce from the university: "You aren't adapted to the job for which you are looking. You don't fit your job. You are the square peg, trying to match the round hole."

Phrenology Out. Everyone remembers the old-fashioned "bump-study" man who used to visit the town and rub his hand over the children's heads. Each bump was named and indicated to him that the boy was due to be a preacher or a piano-player. Now phrenology is relegated to the ash heap. Dr. Fordyce has substituted scientific devices for discovering specialized abilities and talents.

This modern man of science, too, predicts future occupations. But he does it through the use of his accurate measuring devices and his long experience in the field of vocational guidance.

Uses Ingenious Devices. He is professor of educational measurements and research, and his answer to the big question of "What can I do?" comes from answers he has received to smaller questions and puzzles. For more than 15 years he has worked with vocational guidance problems. He has invented and adapted many ingenious devices; blocks to be placed together, keys to be punched, needles to be inserted into pinholes. The speed or ability which a person shows in performing on the machines gives the professor definite clues to natural endowment in the performer.

Nor is this idea an impractical dream of a university teacher. Dr. Fordyce established his unemployment research clinic in downtown Lincoln in the new Y. W. C. A. building. He and his students have taken various types of mechanical aptitude testing devices there, and have invited as clients those young women who are unable to find jobs or who feel they are not doing their best in their present positions.

Hoping to reenter employment, 150 girls applied last year for help and training. Special training given them is mainly in stenography and typewriting, toward which seven unemployed commercial teachers have given their services.

These girls who have applied range in ages from 17 to 30 years. They have been employed in better times, as clerks, salesladies or teachers. Dr. Fordyce was asked by Y. W. C. A. workers to set up his clinic, in order to test and advise these young women as to what training would be necessary to permit them to reenter employment which their abilities fit.

Clinic in Y. W. C. A. Rooms. With a staff of 16 members of his class in vocational guidance, Dr. Fordyce transferred his practical work in testing and counseling to the Y. W. C. A. rooms. The students and instructor carry on their study from 3 to 5 o'clock on Monday, Wednesday and Friday afternoons. Each member of the class is trained to give some one particular psychological test, while the laboratory work in general is under the direction of Ruth Larson, a graduate student in the field of measurements and Leona Fallor, graduate assistant in the classes in measurements.

Unemployed young women who have registered are each given tests for measuring academic abilities, clerical abilities, salesmanship, teaching aptitude, social intelligence and the use of a vocabulary, together with personality tests. These last are given for the purpose of discovering any undesirable traits possessed by the girls. Tests such as these are intended to discover which girls are adapted by interest, aptitudes and abilities for occupations which have to do with the making of such social contacts as may enable the individual to deal successfully with people. Clerks, salesladies, secretaries, dramatists, librarians, and social workers would fit into this class.

Second Series Tests. A second series of tests purposed to discover manipulative ability are being given to all the girls. These include such performance tests as the O'Connor block, the Ziegler form board for determining the mechanical ability in general. The tweezers dexterity test and the motor precision test are given to test ability for finer manipulation required in such occupations as delicate needle work, or inserting delicate springs in machines.

Proving ability in such tests, the young women might, Dr. Fordyce finds, be able to do well the work of dressmaker, hair-dresser, musician, nurse, optician, stenographer, or telephone operator. They would probably be adept at other occupations requiring various types of mechanical abilities.

Nearly 100 of the women have gone through the clinic, and Dr. Fordyce and his staff are now en-

district of the Nebraska federation of women's clubs at Plattsmouth on April 3. He will speak on the subject: "The American Public School—One Factor in Building Citizenship."

DR. MORTON DELIVERS OTOE P. T. A. ADDRESS

Dr. W. H. S. Morton of the university teachers college spoke at Dunbar Thursday evening before the Otoe county council of the Parent-Teachers association. His subject was: "The Parent and His Local School."

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THE PLIGHT OF HIGHER EDUCATION

By Oswald Garrison Villard

I have just spent twenty-four hours within the precincts of a university with whose activities I have been more or less familiar for so long that I am afraid to say when that acquaintance began. I found it enormously improved since my last visit. New and attractive buildings added tremendously to the development of a campus whose glorious trees and wonderful lawns are not surpassed, I am sure, by those of any other. But what I heard about the plight of education in this state filled me with dismay. The student body has decreased from about 3,300 to 2,000. Many of the present students are continuing with the greatest difficulty, and there are cases of real undernourishment. I heard of one student whose work improved enormously when it was arranged that he could get one square meal a day, and of another who was trying to live by an expenditure of only \$1.35 a month. It seems to me that as long as there is one such student attending a university its existence is justified.

But the students are not the only ones who are suffering. The university itself is in straits as a result of the tremendous decrease in its revenues. The instructors and professors look with envy upon teachers in other States who have taken only a 10 percent cut in their salaries. Some of those here have had to accept a decrease of more than 50 percent. The library has only the slenderest means, chiefly an endowment fund established by my father some fifty years ago. Some of the most important books can therefore not be purchased. It is hard to see how the university can keep up with the newest developments of knowledge in any field.

Again, the teachers are appalled by the fact that many Oregon schools were actually closed for the rest of the school year at Christmas time—I mean small, rural public schools. They ask themselves whether, if this continues long, there will be enough students sufficiently trained to take a university course. But while they are suffering, the United States government continues to waste money upon military training, and compulsory drill is still enforced, although the faculty upheld it by only four votes when they voted on it a few weeks ago after a rigorous undergraduate campaign against it—a campaign that ought to have succeeded if only because from the point of view of modern warfare every cent spent upon the old-fashioned drill in our colleges is absolutely wasted. If the government wanted to help where help is needed it would turn these wasted funds over to the underpaid faculty.

The picture I have presented varies only in degree from what I have seen on other campuses on this trip through the West. It has set me to wondering whether the teachers in our higher educational institutions ought not to come together and demand, in this hour of crises, a code for universities. If the President thinks it necessary to fix a minimum wage for mine workers and factory workers and laborers in the oil industry, why not a living minimum wage for college professors? Why not es-

tablish an ethical code for the conduct of boards of trustees of universities in their relations with both students and teachers? Above all, college teachers in a State like this—yes, in every State—ought now to organize in unions, following the example of editorial writers and reporters. Is not this hour of revolution the time for them to demand representation upon the boards of trustees, to acquire some voice in how much freedom there shall be upon the university campuses and what shall be taught and not taught? Mr. Roosevelt declares that he is freeing industry from innumerable shackles. Why not strike a few from the wrists of university professors?

I have something further to suggest. I think that the entire life of the university should be built around the existing economic crisis; that the first function of such an institution should be to keep the students and the faculty currently aware of the momentous changes that are going on in our economic, social, and political life. Does that sound ridiculous? Well, if we think back to the year 1917 it was not considered ridiculous then to rebuild the whole life of the universities and colleges around the business of teaching youth to go overseas and slaughter fellow human beings. Schools were made merely institutions of hate and misrepresentation. Every scholarly protest was abandoned or subordinated to the great task of making the world safe for democracy, and professors were drafted in large numbers for service in Washington or abroad. The crisis is pregnant now with far greater consequences for the future of American life. Is it really foolish to suggest, therefore, that the universities busy themselves primarily with what is happening in Washington? Dean Russell of Teachers College has admirably pointed out that if the electorate is to have any hope of saving America from a permanent dictatorship, it must become sufficiently well informed as to what its rulers are doing to be able at least to criticize and control them. He thinks, and I with him, that the colleges and universities of the country have a special call to furnish the public with the necessary knowledge to keep its rulers in check. He believes that our entire education must be reoriented for this purpose.

At least somebody ought to call President Roosevelt's attention to the dire distress of so many of our schools of higher learning, which ought to be the most cherished institutions in our entire national life. It is all very well to build concrete roads and dams and put young men into the forests, but it is an infernal outrage in this national emergency to approve a bill for the expenditure of \$500,000,000 for warships when the price of even two battleships expended upon our universities would bring hope and cheer, yes, decent sustenance, to students and teachers on a thousand campuses. Can there be any question which expenditure would really make for the true preparedness of this country for the tasks and dangers and infinitely difficult problems of the future?—The Nation.

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