

THEATRE DIRECTORY

STUART—(Mat. 25c—Nite 40c)
 Now showing: Joan Crawford in "SADIE MCKEE" with Franchot Tone, Gene Raymond and Esther Ralston.
 Thursday — Max Baer - Carnera FIGHT RETURNS direct from ringside, 8 p. m.

LINCOLN—(Mat. 15c—Nite 25c)
 Now showing: "BOTTOMS UP" with Spencer Tracy, Pat Paterson, John Boles and Thelma Todd.

ORPHEUM—(Mat. 15c—Nite 25c)
 Now showing: Frank Buck's "WILD CARGO."

COLONIAL—(Mat. 10c—Nite 15c)
 Now showing: Bob Steele in "SOUTH OF SANTA FE."

SUN—(Mat. 10c—Nite 15c)
 Now showing: W. C. Fields, Charles Ruggles, Mary Boland and Burns and Allen in "SIX OF A KIND." Also "BIG SHAKE-DOWN."

HEAVIER BURDEN PUT ON EDUCATION BY GREATER RAPIDITY OF SOCIAL CHANGES

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speaking, and other similar activities.

The school must do what it can for the adult who is finding more leisure time on his hands. The school must open its doors for a wisely-directed program of adult education. This may take the form of an all-year program of recreational and community activities including study clubs, community athletic competition, reading, sewing, art and handicraft clubs and classes, hobby clubs and exhibits, lectures and educational motion pictures. The project may also include direct education and supervised extension courses. To establish and maintain such a program the school will need gradually to expand its facilities in order to care for the ever increasing numbers and to provide adequately for their varied needs and interests.

There are well-nigh countless possibilities for enjoyable and profitable use of leisure, and every individual should be enabled to find an activity to his liking in his own home or community. As a matter of self protection against the dire effects of misuse of leisure every community today must stress its training for leisure.

To meet the challenge of the increased leisure of the average family, every school must match each decrease in working hours and resultant gain in leisure time by a corresponding advance in the education for wise use of leisure.

Having noted how changing conditions in the home have made the training offered by the school of dad's time entirely inadequate for his son, let us see what changes have taken place in the community and what effect these developments have had and should have on education.

Today the individual no longer confined to the limits of his small locality, can see how the rest of the world lives. Improved facilities for transportation and communication have broken down community boundaries. The rapid increase of automobiles and surfaced roads particularly is resulting in the widening of the community horizon and thus doing away with the physical, cultural and social isolation which has characterized the small community.

The automobile has had its development since the turn of the century. In our own state of Nebraska its development has been striking. In 1913 there were 25,617 autos in Nebraska. Since that time the number of autos has increased fourteen fold.

The number of miles of surfaced highways has likewise increased from 496 in 1921 to 6,386 in 1930—a thirteen fold increase. With an auto at hand and with a highway network on which the machine can be run at all seasons, a multiplication of social contacts over wider and wider ranges of territory is all but inevitable. Because of the automobile, the many rather than the few are now enabled to travel, and as a result localism has been lessened very much by the firsthand knowledge of people at distant points.

The increase in the number of automobiles and miles of surfaced roads has had the further effect of bringing the small town business man into competition with the city business man. He has been forced to learn the value of advertising and to learn to cater to the ever-changing wants of his mobile customers. His place in the economic sun is not nearly so secure as it was a generation or two ago, a fact which must be recognized by the

local school in its vocational training relative to local industry.

While automobiles and surfaced roads have made less secure the vocational opportunities in some industries and trades, these same factors have increased the number of vocational opportunities in some few other fields. Within the community young people of today can find occupations relatively unknown in dad's day—for example, occupations having to do with automobiles and their servicing or in the selling and movement of goods by truck. This range of opportunities for work differs radically from that of two decades ago. These improved facilities for transportation and communication with the resultant shift in vocational opportunities have had still a further effect—the decreased probability that the son will take up the father's occupation. Dad is thereby unable to give his son the necessary vocational training—the apprenticeship system is less and less used—and hence, more and more, the burden of vocational guidance and training falls on the school. Still further, the widened community horizon has made it easier for young people to learn, in a general way, about and seek employment in vocations outside their home community. Consequently, the local school needs to offer its guidance courses about vocations outside as well as within the community.

The widening of the community horizon and resulting changes cannot be ignored. Education of today and of the future increasingly so must recognize these changes and make provision for them.

Before the coming of the automobile the local churches were the center of both religious and social life of the community. Now the attractions of the cities and larger towns compete with those of the local community tending to draw especially the younger people away from the close supervision of the home, church and school. Education must increasingly prepare the young people to develop a sense of values which will enable them to choose wisely and intelligently interpret the attractions and influences of the outer world, shunning that which is evil and clinging to that which is good.

Thus the widening of the community horizon and the resulting increase in social contacts, increase in competition experienced by local industry, and shift in vocational opportunities make it even more necessary that the schools offer a better vocational guidance and develop in young people a greater adaptability and sturdier standards of fair dealing that will enable them to be as just in dealing with their fellowmen of far away places as they are with their next door neighbors.

Previous articles have shown that, due to rapid social changes in the home and community, such as the widening of the home circle, the increasing dependence of the family upon services performed outside the home, the increase of leisure time for the average family, and the widening of the community horizon, the education that was common in dad's time has had to be adjusted and materially redesigned in order that it may meet, passably well, the needs of the son.

The last principal phase of this general problem is concerned with the much increased need of training for community teamwork. This need has grown out of the trend toward greater collective community activity. The individual today finds himself increasingly dependent upon his fellowmen. The old individualistic attitude has, to a large extent, broken down. The rapidly changing times have demonstrated to the people of the communities that the use of teamwork is more productive of results.

This trend is shown by the rapid rise and growth of organizations for co-operative community action during the last two decades—organizations which, unknown to dad, have become a part of his son's daily living. In the field of business there have developed such co-operative community organizations as chambers of commerce, business and professional women's clubs, and still others of a semi-social nature, as Kiwanis clubs, Rotary clubs, Lions clubs. All have been established because of a felt need for collective action toward a common objective.

Another favorite project which calls for community teamwork is that of the community or county fair. It is significant that in Nebraska during the recent depression years our people have held to their fairs and their exhibits have continued to be of good quality as well as quantity. Citizens are developing a pride and confidence in community teamwork that refuses to be downed. In many communities we find that rural fire districts surrounding the village have been organized and up-to-date, effective equipment has been purchased. In the socio-religious field dur-

ing the last two decades, we find great growth in the number and membership of such organizations as the Y. M. C. A. and the Y. W. C. A. The development of youth-serving community organizations such as the 4-H clubs has also been marked. The necessity for teamwork in communities has brought about an increased interest in voting as a means of expressing individual and community desires, be it issue national, state or local. It is probable, too, that social issues which face us will eventually, according to our democratic form of government, come up for settlement thru the ballot.

To understand properly and to solve vital social and civic issues requires an intelligent and informed citizenship. The school is certainly the chief means of fostering an intelligent public opinion. Civics as taught in the school must be of the functional sort that can be used in daily living. Boys and girls should be given an opportunity to exercise the responsibilities of citizenship in their own schools and receive training in working together with others by belonging to such organizations as the Hi-Y, the Girl Reserves, the various hobby clubs for mutual enjoyment and some form of student government. Here they can vote for their own officers, help to determine policies, and select candidates on the basis of fitness and integrity. Children need to know how to vote and to develop an appreciation of what this privilege and obligation really means. The school must also teach the habit of weighing and considering both sides of a question so as to enable the citizens-to-be to deal intelligently with the increasing amount of self-seeking propaganda which is contrary to the common welfare.

The spirit of democracy demands that whatever collective action is undertaken for the common welfare, that action must be voluntary. Free and intelligent co-operation can never be attained by an ignorant people. We must have a genuine education that will lead to an understanding of the social issues which face us and that will consciously and effectively foster in all citizens a willingness to work together to solve their common problems.

EXTENSION NEWS NOTES ARE AGAIN ISSUED WEEKLY

(Continued from Page 1.)

tional studies; organization into business companies for producing and selling handcraft articles; and by the community use of school buildings to sustain classes in economics, English, dramatics, public speaking, gymnastics and music. Plans for the provision of study centers for unemployed, using correspondence courses as a basis are being directed by persons in need of relief in some parts of the country.

While no definite action was taken at the conference, due to the size of the membership, the shortness of time available, and the tremendous weight of the problems under consideration, nevertheless, numerous reports were transmitted to the office of education for such use as may seem best to the United States commissioner of education and recommendation for the appointment of a smaller continuing commission to serve in an advisory capacity was made.

INCREASE IN DEMAND FOR TEACHERS SEEN

(Continued from Page 1.)

Omaha, will have charge of physical education at Nebraska City.

Penmanship and art will be taught at Hastings by Helen Raitora of Table Rock; Evelyn Lee and Wayne Alvord, both of Lincoln, will go to Plattsmouth where they will teach elementary grades, social sciences, and debate, respectively.

Ruth Burkholder, Bellwood, will teach German, English, and music at Holmesville, and Margaret Stephens of Rising City will have music, English, latin, and home economics at Malcolm. Kathryn Evans, Omaha, will be in charge of the kindergarten in the Morrill schools.

Three teachers go to Franklin: Erma Reeder, Fairfield, will teach the third grade; Adele Nichols, Madison, fourth-fifth grades, and Elaine Woodruff, Tulsa, Okl., the fourth grade. Jean Pasewalk of Norfolk will teach French, English and music at Carroll.

Prof. O. L. McCaskill, of the University of Illinois college of

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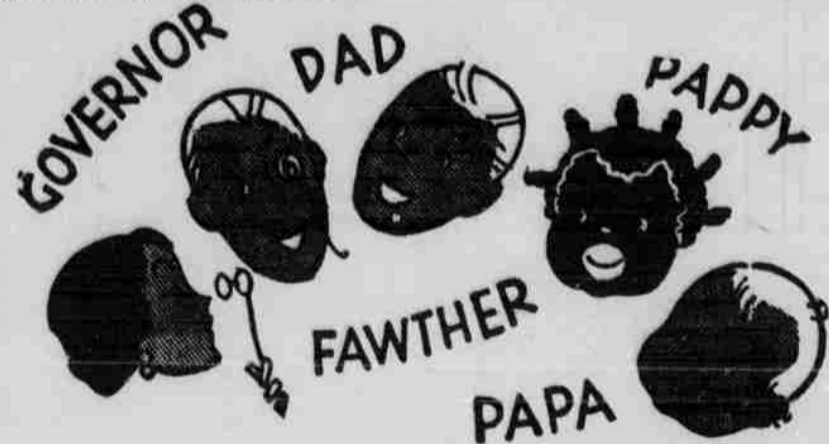
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