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**Inadequate Provision
 For Superior Students.**

A problem which has confronted American universities, since the rise of higher education, is the necessity of dealing with the superior student and making additional provision for him.

By segregating him from the masses and allowing him to follow lines of research and by dangling degree after degree in front of his academic eyes, the universities of this country have attempted to solve the difficulty. However, the number of students who are willing, and even eager to seek further than the classroom for knowledge are comparatively few. The reason for this is, that during one's grade and high school careers, he is taught by direction, supervision and example; he is given no opportunity to learn for himself.

Robert Hutchins, president of Chicago university, draws this fine distinction between learning and teaching, and attributes the shocking lack of incentive to delve beyond text book assignments in college, to the fact that "He has continued the process to which he has been accustomed in high school. This has involved taking a course, memorizing it, and repeating as much of it as many be demanded on an examination given by the teacher who taught it. If the facts were handed back without too much mutilation, the course was passed, counted as one point toward college education, and forgotten."

"In college the student proceeded in the same way. He took thirty-six courses, forgetting each one he passed as he passed on to the next. If he passed them all with a general arithmetical average of the appropriate height, he was sent forth into the world as an educated person. It must be clear, however, that if he was educated it was not the fault of the system. Or to put it another way, he could perfectly well pass without learning anything."

Harsh in his criticism of the average university methods, for providing the incentive for the student to advance from average to superior, Dr. Hutchins, berates, the narrowness of application necessary to the mastering of one subject. As one of the hard and fast rules of teaching "fair play" is, that the professor may not assume in an examination knowledge gained in another subject, the game is not hard to beat for the above average student. They absorb a few of the facts and being reasonably certain what examinations will cover, cease to attend class regularly and turn to extra-curricular activities for the stimulation and challenge, they could not find in their classroom work.

The colleges retaliated by requiring attendance at classes and by setting minimum time requirements. The student either had to stay in college a certain period or had to pay extra if he wished to do extra work, according to the youthful president of Chicago university. These regulations affected the deliberate students as well as the brilliant ones, and as the system was made for the average student, both the dull and the brilliant suffered from it, and individually the benefits were very small.

The constant push and pull between, getting the required "education" by memorizing the right number of facts in the courses outlined and the attempt to induct into an intellectually susceptible system more than the cut and dried course, results in stagnation, if the student does not have the will to lift himself out of the average class.

Dr. Hutchins believes that Chicago university has solved the problem by giving the student the freedom to learn, the complete responsibility of making his own de-

isions and being only guided by teaching in his search for the goal of individualized clear thinking.

"We have learned," states Dr. Hutchins, "that the students have courage in embarking upon the two year course in general education; that the program appeals to the superior student, that he is able to find himself and apply his eagerness to learn; that the student, when given a chance has independence and is self respecting in matters of class attendance and application when the attendance is not compulsory and finally that he takes far more interest in work which culminates in examinations prepared by a board of examiners, rather than the instructor."

The experiment at Chicago university, one example of giving the superior student a chance to advance as rapidly as he wishes, is definitely a step forward. Whether or not it has been successful, is a matter of opinion, but the effect it has had on American education opened the way to experimentation in the field of higher learning, particularly as it concerns the superior student.

There is always room for improvement in any organized system, political or social, and as American universities have been confronted with this problem, they are striking out to untried fields, in order that a solution may be found, to give the student, who has a "burning desire to learn," his rightful chance, apart from his brother, who is content to get through college, memorizing and producing when called upon, the facts which have been parceled out to him, in the classroom.

STUDENT PULSE

Brief, concise articles pertinent to student life and university matters will be welcome in this column under the rules of sound newspaper practice which exclude all libelous material and personal attacks. Letters must bear the name of the writer which will not be published unless desired. Letters should not exceed two hundred and fifty words.

**'Why Not Cool
 Library Reading Rooms?'**

What Mark Twain said about the weather may have been true in his day, but it isn't now. People who sell comfort and entertainment, people who are interested in the efficient work of human beings, are rapidly doing something about the weather. Theater owners sell us tickets partly because their cooled buildings are a relief from the outside heat; merchants sell us more goods because we like to escape from the glare of the hot street into their refrigerated shops; and so it goes.

As the state of Nebraska, we are interested in selling to ourselves and other citizens better training and increased knowledge through this university. Why can't we take a leaf from the book of the business man and provide conditions favorable to doing the job of spreading education more efficiently?

The fact that civilization has reached higher levels in the temperate zones than elsewhere is at least partly attributable to the fact that human beings can work harder and better where the weather is moderately cool. In a temperature as high as that of Lincoln in the summer, too much energy is boiled off in perspiration—energy that might be applied to profitable tasks. On such hot, still, afternoons as we have had in the past few days, we are all dull, sleepy and stupid compared with what we might be in a cooler climate.

All this is arguing for establishing comfortable places for people to study during hot weather. It is probably too much to hope that every classroom and laboratory on the campus might be air-conditioned. The cost would be prohibitive.

To go that far, however, would be unnecessary.

Many classes are held early enough in the day that students and faculty may work in a fair degree of comfort, and even in those which come nearer mid-day, the freshness of a new day has not been entirely lost. It is in the afternoon, when one goes to the libraries for long, hot hours

of work that the burden is really felt.

The reading rooms are usually crowded, with poor circulation of air. If the large reading room could be provided with refrigerating equipment, most of the students could be given a comfortable, pleasant place where they could do work cheerfully and effectively that otherwise might be boresome.

If the expense of doing this were still too much of a tax on the university's operating budget, the cost might be raised by an increase in fees. I, for one, would be eager to contribute a share toward paying for a place where I might do the sort of work I want to do.

—F. F.

**CONTEMPORARY
 COMMENT**

**Squads
 Left!**

The American Newspaper Guild which was originally organized to benefit the working newspaper man but which seems to have deteriorated into a propagandist organization for the furtherance of radical activities has concluded its third annual convention.

It was not surprising that the old guard, headed by the ultra-radical Heywood Broun, was re-elected president of the organization. Broun represents the extreme left wing bloc, the so-called fighting minority.

It is this minority which does all of the bargaining for the guild thru duly constituted delegates. But judging from the recent activities of the guild, conservative and liberal newspaper men alike were not particularly anxious to be listed as duly constituted delegates. They studiously avoided associating themselves with the bloc from Union Square.

Unfortunately, the Union Square element is again in control. In the light of past activities and the numerous resolutions which were passed at the convention this week, the course this bloc will pursue is clear. It will be one of agitation in the best professional manner. Led by Robin Hood Broun there will be plenty of trouble and headaches for the members of the newspaper fraternity.

But we trust it will be short-lived. Based on emotionalism and class hatred, its foundation is weak. The more level headed newspaper men are bound to disapprove and resign.—Newsdom.

**250 CHOSEN WINNERS
 OF REGENTS AWARDS**

About 250 winners of regents' scholarships to the University have recently been selected, along with a number of alternates. These scholarships have a value of about \$70 and pay hourly tuition fees only. The tuition for the first semester is paid and if the students do satisfactory work, their fees are also paid for the second semester.

Visit Allyn and Bacon school book exhibit, Basement University Episcopal church, 13th and R.

**LANTZ ISSUES CALL
 FOR ENTERTAINERS**

Any students attending the University summer session who possess ability along musical lines or who have had experience dancing and who would be interested in performing at one of the all-university parties held every Friday evening are asked to leave their names with Prof. E. W. Lantz in Teachers college.

Mr. Lantz, director of recreational activities for the summer session, announced that student talent will be used at all parties if possible.

**Amama Government
 Change Brings New
 Tasks for Women**

AMES, Iowa, June 18—Kitchens of their own and family instead of community purse strings are now bringing homemakers in the Amama Colonies new problems in managing their homes.

Women in five of the seven colonies are studying for the first time a course in the business side of homemaking reports Miss Florence Schuerman, home demonstration agent.

Lessons include studies of household buying, money planning and business and legal information important to women as homemakers. Many of the ideas are new to the Amama women, says Miss Schuerman, since until the change in government of the colonies in 1932, buying and business on an individual basis did not exist.

Plans are being made for more active participation in the 1936-37 extension course in nutrition which will begin this fall. Amama women, who now practice meal preparation on a family basis and get vegetables from their own gardens instead of from the general storehouse, are enthusiastic about the study of family nutrition which is being planned, says Miss Schuerman.

**Iowa State Accepts
 \$1,000 Grant from
 Automobile Society**

AMES, Ia., June 18—Dr. Charles E. Friley, president, announced today that Iowa State college has accepted a \$1,000 grant from the American Automobile association, Washington, D. C., to conduct further research on the psychology of highway safety.

The work will be conducted by Dr. A. R. Lauer of the psychology department, who has been making highway safety studies for the past eight years.

Dr. Lauer explained that he will continue work along two lines—development of a test to indicate a person's possibilities of accidents, and assemble a body of data to be used in educating young people to drive safely.

The psychologist said that one of his goals is the perfection of a test which will indicate "good" or "accident" drivers with a high degree of accuracy.

Last summer Dr. Lauer gave scientific driving tests to 1,014 commercial drivers in eight states, Tennessee, Kentucky, West Virginia, Virginia, Pennsylvania, Ohio, Illinois and Iowa. These tests are being correlated with company records of their driving.

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