

The Nebraskan

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1936 SUMMER SCHOOL SESSION
UNIVERSITY OF NEBRASKA.

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Of Shoes and Ships And Sealing Wax.

Advantages and disadvantages are noted by the individuals attending the University summer session. They realize that there are opportunities during the summer for more personally supervised and individualized study. With fewer students registered in each class, the possibilities for expression of individual opinion are greatly increased. In this way the classroom becomes a forum where ideas may be exchanged and where students may acquire, not a limited view of one side of a question, but a broad and liberal opinion that embodies the best parts of many doctrines.

This broad point of view is vital to every college graduate who is to leave the University's portals with somewhat of a satisfaction that he has at least started on the way towards becoming an educated person. It is what all schools and classrooms should strive to attain, whether in the summer when classes are small or in the winter classes when sometimes more than a hundred are included in the same room.

The privilege of discussing problems and thinking out questions, rather than merely listening to the instructor's ideas is appreciated by summer students in those classes where such discussion is permitted. It overbalances some of the disadvantages of the summer session. Because of the heat and because of the shorter time which students have to spend together it is impossible for the same feeling of fellowship and comradeship to exist that is present during the winter sessions.

The recreational and social program as it has been organized and carried out this summer has done much, however, to banish this latter drawback to the University summer session. The Friday evening dances, the last of which will be held this weekend in the Coliseum, has been more successful this season than ever before. This is true also of the tournaments in golf and tennis, and of the other sports activities. The recreational committee is to be congratulated for its work in bringing students together in activities that have added greatly to the enjoyment of the many summer students that have participated in them. Women, too, have been included in the program this year, so that they have also had a greater opportunity to make friends with their college associates.

With participation in the social activities on the campus comes a feeling of deeper regard for the University and its traditions, and of greater appreciation for its purpose in advancing the intellectual life of those whom it serves. It is only when a student comes to know the University and becomes familiar with its varied activities that he can come to cherish the memory of days spent in gaining an education. In the Nebraskan, whose publication for the summer ends with this issue, it has been the aim especially to make students feel that they are a part of the University, even though they are spending less than three months on the campus, by keeping them informed of the summer activities. Thus it has tried, during its brief existence, to add somewhat to the advantages of the summer session by helping to increase the esteem for the University in the eyes of its students.

Patriotism and The Colleges.

What colleges shall teach as patriotism has become in the last few years a live question on the nation's camp. On this campus recently educators expressed their opinions on the subject, many of them asserting that patriotism should be encouraged by showing students all the sides of a question and allowing them to draw their own conclusions. In actual practice, however, it is often more convenient for an instructor to "cloak himself with virtue and cover his enemy with approbrium."

Those who do not cry "God!

Mother! Country!" are condemned as special servants of Russian communism or some other such system and adjudged for being devoted to undermining American ideals in the schools. Therefore, the easiest way out is to refuse to acknowledge in the classroom that a system, other than the capitalistic, exists.

Those who have the belief that college students should be taught to discriminate—the majority of Nebraska educators class themselves in this category—find that it is wise to teach their students of life in Germany, Italy, Russia, and the rest of the world.

The difference in view may be attributed partly to a difference in the meaning of patriotism which they each possess. "Individuals find their personalities only as they lose their narrow personal interests and identify themselves with their groups," says George E. Axtelle of Northwestern. "Patriotism stands for the sum of these group loyalties. While patriotism is associated with national groups, at its highest, it signifies devotion to the widest social obligations.

Social obligations, as seen by the reactionary, or classicist, who fears novelty in the future, require that certain ideas are so obviously subversive, dangerous, and un-American that they should be repressed. In regard to this view, John Stuart Mill in his essay "On Liberty" cites the case of "Marcus Aurelius," the flower of Roman philosophy, culture and character, probably as good a Christian essentially as Paul himself, a man of unblemished morals, gentle, sincere, enlightened and profound, who was disturbed about the future of Roman civilization, or of any civilization. Seeing disintegrative forces all about him, he believed only worship and reverence for established deities seemed to hold civilization together. He believed Christianity challenged the very basis of society; therefore, duty made him liquidate it. So he revived the terror.

"If such a person at the very pinnacle of human character and enlightenment could make such a grievous error, what trust can we place in contemporary desires to infringe upon the repress freedom of thought, speech and assembly?" asks Axtelle.

Such desires are the result of human intolerance, always present and always vicious. Intolerance which makes people forget that there must be liberty, the keystone of Americanism. In order that patriotism for the democracy may be kept, intolerance must be abolished and must be replaced by open mindedness. It is because there are intelligent, broadminded people that democracy can last.

NEWS of the NEWS

KING'S Bench division of the High Court granted the Attorney-General writs this week for contempt of court proceedings against the London newspapers Evening News and Daily Express, on the ground that their comment in connection with a pistol attack on King Edward by George Andrew McMahon last Friday gravely prejudiced a fair trial for McMahon.

DAZZLING though zig-zag was the trail which Congressman Marion A. Zioncheck blazed across the publicity skies, leaving in its wake many an empty rum bottle in the past few weeks. According to Congressional Candidate James Malone of Seattle, it is just too bad for the Seattle satellite. He vows he's going to defeat Zioncheck at the coming election, because "the good people of Seattle frown upon the tactics of Zioncheck."

HUNDREDS of newspapers throughout the country are wholeheartedly supporting the "Buy American" movement, according to F. X. A. Eble, managing director of the Made in America club, Inc. At his offices, Captain Eble displayed thousands of clippings from newspapers as evidence of their support in the nationwide drive now being conducted by the club.

IRVIN S. Cobb, novelist, actor and after dinner speaker, is competing for laurels in a new field. He is by way of becoming Hollywood's best dressed man. He appeared for work wearing: Lavender and gray-striped shirt, a robin's egg blue tie with white polka dots, white trousers with delft blue stripes, blue silk socks, black and white buckskin shoes and ecru Ecuador hat with a burnt orange puggaree band. "I'll show those

William Powell's and Adolphe Menjou," Cobb snorted.

REBELLION in Spain this week afforded foreign correspondents ample opportunity to make use of their wits, ingenuity and enterprise in not only reporting but getting the news out of the warring nation. One of the unusual features of the strife was the story, the result of the enterprise of William Reed of the Universal Service London staff, under the by-line of General Francisco Franco, commander of the Spanish army rebellion, in which the general told why he signalled the revolt.

POKING a few barbs at the pretensions of the American Institute of Public Opinion's straw voting on political preferences, W. J. Funk, editor of the Literary Digest, has issued an open letter slyly ridiculing the Institute's director, Dr. George Gallup.

THE government of Ecuador has established censorship of foreign correspondence like that of fascist Italy, soviet Russia and nazi Germany. No foreign news can be sent from the country without the prior approval of the government, according to a decree of the director, Federico Paez.

CONTEMPORARY COMMENT

One Man's Cure.

In the landslide of criticism that has greeted the two most widely publicized dictators of Europe, their achievements seem to have been entirely buried.

The world has overlooked, apparently, the new hope, the resurrection of spirit that has taken place in Germany and Italy since the rise of Der Fuehrer and Il Duce.

Newspaper readers have seen only the persecution of minority races, the abolishment of all liberty, the torture of political enemies.

They have failed to note that the majority of the people, the masses, hold their heads higher than before the days of oppression.

Fascism may turn out to be a slow poison. The governments of Italy and Germany may crash and leave the countries in a more pitiful condition than that in which they were before the dictators gained power.

Fascism would certainly be a poison to America. Democracy has succeeded here. We need no stimulants. Oppression would cower an American rather than give him courage.

However, before we paste the skull and crossbones on the bottle, we should have a complete analysis of the contents and be sure we are not damning Europe's cure.—The Daily Californian.

Three "C's" In Education Today

(Continued from Page 1.)

high school courses of study during the past thirty years are shown in a recent bulletin published by Dr. G. W. Rosenlof, Prof. R. D. Moritz and Harold E. Wise of the teachers college, and Grace Martin Johnson, former graduate student.

"Underneath the whole program of curriculum reconstruction there lies the problem of the function of the school as an agency of society," says Dr. Rosenlof in his part of the publication dealing with future trends in the high school curriculum. "Before the goals of the school can be determined there must be a decision as to what are the goals for America.

Cultural Subjects Popular.

"Enrollment in English, the social studies and the sciences show conclusively that these subjects will continue to grow in importance. In each of these three fields the emphasis will continue to be more pronounced on the side of their practical every day values. The subjects of biology and general science will receive much more attention and physics and chemistry will be vastly reorgan-

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ized. Research shows a demand for an integrated course in the physical sciences, with the subject matter being organized in terms of the actual needs of students.

"Even the practical arts subjects, such as home economics and manual training will be greatly changed so that they will represent the fine arts as well. Another field of growing importance is that of commercial arts with particular emphasis upon studies that will prepare the student for a more effective participation in the affairs of business. The whole field of agricultural education will be materially reorganized with 'consumer education' becoming the new goal.

Practical Side Important.

"Such demand will not necessitate the sacrificing of anything that is essentially cultural," Dr. Rosenlof declares. "Racial culture need not be sacrificed upon the altars of the practical. On the contrary, that which is practical can be made cultural. Looking at this matter from another angle, we are convinced that changes such as these are imminent because of our changed and changing point of view with respect to our whole philosophy of secondary education. Preparation for college is one thing. That represents tradition. Preparation for life is quite another thing. That represents intelligent change."

Professor Moritz reports that in 1904 90 percent of the high school students were enrolled in English classes, 91.4 percent in higher mathematics, 91.2 percent in the natural sciences, 75.4 percent in Latin or foreign language, 77.7 percent in fine arts and 70 percent in the social sciences. But it soon became apparent that the classical curriculum could not meet the demands of changing times. By 1919 52 percent of the students were enrolled in the various practical arts courses and 7 percent in normal training. From 1919 to 1925 the enrollment in academic courses, excepting English, continued to decline: Twelve percent in foreign languages, 8 1-2 percent in mathematics, 3 percent in the social sciences and 44 percent in the natural sciences.

Enrollment Decreases.

The five year period following 1929, he says, has been accom-

panied by a small decrease in high school enrollment, and while the decline in foreign languages and mathematics has continued, the former showing a 9 percent loss and the latter a 2 percent loss, English, the social sciences and practical arts show an increase of 6 percent, 7 and 1 percent respectively.

That point in the educational ladder at which general education should end and specialization should begin appears to be very much in dispute, writes Harold E. Wise of the teachers college. He continues: "Present tendencies seem to indicate that general education should at least extend throughout the senior high school years and in all probability should include at least one and possibly two years at the junior college level. There is evidence to indicate that integrated physical science courses as well as biological science courses are rapidly gaining ground in the junior college years. Little has been done, however, up to the present looking to the integration of the specialized physics and chemistry courses at the senior high school level. There is no sufficient reason to believe that education in the physical sciences should be general in junior high school and junior college and remain specialized in the senior high school."

Mrs. Johnson reports that more time was devoted to offerings in foreign languages than in any other field up to 1920-21. An average of 4.3 years was offered in the schools in 1900, the highest point being reached in 1906-07 when the average amount of time given over to foreign languages was 4.8 years. This time allotment has decreased steadily, until at the present the average is 2.5 years. These facts, she believes, indicate the focusing of greater attention on the pupil and his needs.

Recreation Program Now Almost Finished

(Continued from Page 1.)

lors and Bethany; they lost the game with Seward.

About 160 men attended the one important recreational function of the summer session, the steak fry held last Thursday evening. Preceding the open air meal, several ball games were played and other sport events were held. The program included an address by Dean F. E. Henzlik of teachers college, several numbers by a men's octet composed of men attending the summer session, an accordion trio, and two monologs by F. L. Duckworth, with an impersonation of Bob Burns and his hillbilly stories and a recollection of his experiences in the army.

W. A. Rosene of the state department of public instruction was in charge of the program, while L. L. Patterson, member of the recreational committee, made arrangements for the steak fry.

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