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## Education Turns Professional.

It was once the province of education to provide a liberal, general survey of mankind's knowledge. This held true not only for the elementary educational units, but for the colleges and universities of the land as well.

Probably the universities were the first to break away from this tenet with the introduction of schools of vocational guidance and specialization. This latest trend in education has waxed so influential that today liberal arts are lost in the labyrinth of scientific, methodical knowledge.

The "humanities" have bowed to the scientific. From freshman year on to graduation a student is trained for the vocation which sometimes unwittingly came to mind first when the university asked his choice. One college of vocation ignores the other; each is jealous of the power it has gained, attempting to prevent its inmates from investigating those fields which other branches of the university so temptingly offer. Instructors become so well versed in their own lines of endeavor that the other fellow's point of view is lost in favor of his egotistical conception of the power of his science.

Everything becomes interpreted in the phrases of science. The first test of a subject offered on the curriculum is that of its rational value. Economics, sociology, political studies, history—each is termed a science. And those fields which do not admit of scientific analysis—Latin, Greek, English—are relegated to the background and kicked from one corner of the American campus to the other.

This was once true of colleges alone. Now the spirit of science and specialization—the "preparation for life"—has crept into the high school scene.

Recently the Nebraska high school superintendents and principals met with university officials to protest the university entrance requirements, which, in the language of the plaintiffs, "prevented smaller schools from giving their students subjects which will educate them for life."

The university, then, for demanding that high school students enter its portals with a diploma of general knowledge behind them, burdens the prep schools. The university is guilty for demanding that freshmen know a bit about mathematics, civics, English, science, before enrolling. The university is guilty because it demands what in so many cases it fails to provide, a "liberal arts" education.

Those superintendents and principals who are obsessed with the idea of "preparing their students for life," or forcing their students to select vocations which they will follow for evermore, have given education a regretful tinge of narrowed outlook. If anything, high schools and colleges should broaden their students' conception of the world as it is; open up new fields which will be interesting and valuable in exploration; and, at the termination of a liberal education should help them select the vocations for which they are best fitted.

It is regretful that such is not the case. It is more regretful that the pendulum is swinging more and more in the direction of specialization, instead of liberal education. The present modern trend is toward the rationalistic and scientific, and it is towing education after it. Education, instead of forming the opinions of those whom it reaches, is being conformed to the thoughts of those who reach it.

The university entrance requirements should not be relaxed. On the contrary, they should be made more stringent, so that we will not lose sight altogether of the concept of a liberal arts education.

## GLIMPSES

By Dale Martin.

Spanish loyalist defenders of Madrid have put up an unexpectedly stubborn resistance.

Insurgent fascist forces have hammered away with bombs and artillery for more than a week without making progress into the city. Several reasons may be ascribed to this. It appears that Russia is contributing to Madrid's defense not only with war supplies but also with men. Loyalists, making a last stand, are afraid to retreat for fear of being shot down by their own comrades. With the president and the government out of the way control of defense has been more centralized and consequently more efficient.

## STUDENT PULSE

Brief, concise contributions pertinent to matters of student life and the university are welcomed by this newspaper practice, which excludes all libelous matter and personal attacks. Letters must be signed, but names will be withheld from publication if so desired.

### Freedom in the Teaching Profession.

TO THE EDITOR:  
From the lips of Harry Elmer Barnes came this observation: "There has been an attempt to suppress honesty, realism and freedom in the teaching profession." This is not news any more, but coming as it is from a man of Mr. Barnes' standing it deserves renewed interest.

Some time ago a movement was afoot to urge the congress to enact a national law making it compulsory for public school teachers to take an oath of allegiance. The movement apparently failed, and the noise died out, but the reverberations can still be felt. William Randolph Hearst, the leader of the movement, still hopes that some day a means of curbing the excessive freedom of the teachers can be devised.

In theory our teachers still possess freedom to teach. But they do not practice this freedom even if in their hearts they crave for the very thing. They cannot go beyond their subject matter lest some one would turn them in to the school board or to some higher authorities. They are always apprehensive, ever careful of what they teach. The movement for the taking of oath indicates that the freedom the teachers now apparently enjoy is hanging on a balance, insecure.

It is a sad commentary on our democratic form of government that the teachers are not made to feel that they are free to impart knowledge they think essential to the students. Knowledge that could be obtained from classroom books is undoubtedly good. But that is only a part of a well rounded education that a student is supposed to acquire. Knowledge peculiar to the text books, but real and vital to life should not be denied the students. But under the present attempt to suppress freedom of teaching, the teachers are loathe to wander into the realm of reality in their role as light bringers.

That, clearly, is a fundamental defect of our educational system today. We place too much stress on the textbooks, too much adherence to routine school work, making the teacher no more than a robot. We overlook the grim realities of life, and even if we are aware of them, we try not to expound them to the students, for fear that they might form ideas harmful to our established institutions. Students must know, and are entitled to know, the truth. Ignorance would hold them back, even make them a menace to society. Freedom to teach is freedom to impart the truth so that the student's mind may be opened, ready to form an unprejudiced and intelligent opinion on vital problems.

Any attempt to muzzle the teacher is inimical to our progress, a definite threat to our democracy. When he loses his freedom, almost surely the press and other vanguards of democracy will also lose theirs, and when that happens our form of government shall have reached the end of its rope.—A. E. Hamoy.

### Don't Take Life Too Seriously.

TO THE EDITOR:  
George Bernard Shaw once made the remark that it was a shame that youth had to be wasted on the young. The young college student exemplifies all that Mr. Shaw had reference to. One sees them on the campus with the fire of confidential knowledge burning in their eyes, and the burdens of the future of the world resting on their collective shoulders. In the classroom they would put Socrates to the blush in their serious intellectual debates.

These students are the same ones who used to put on their mother's and father's long clothes and play grown up. Now they put on long faces and a serious attitude and pretend to be thinkers. Of course there is always that chance that they will add to the knowledge of the world and free civilization from its chains, but, as a rule, their contributions to the world are laboriously culled from books by other writers who didn't take the world so seriously.

There really isn't any danger in any of these superficial things which the long faced student resorts to, except that he may get a wrong idea concerning himself and be a social misfit in later life. In college he may gain some ground for the very reason that he takes himself so seriously and no one else is particularly interested in beating him out. But after he gets out in life in the professions and businesses where people are out for blood, then he will discover that his platitudes and Phi Beta Kappa key are not so impressive as he had once imagined.

Of course, there is always the chance that these long faced boys may grow into long faced men and still be taken seriously by the masses. For instance, Mr. Einstein seems to be doing all right. All he has to do is to keep a straight face and change his mind about every four years about the finite or infinite size of the universe. He has the advantage of the ordinary man, because his laughter could be hidden behind his beard. But the ordinary long faced student will find a world that laughs in his long face, and he will immediately cry out against the stupidity of the masses for overlooking genius such as his. He will find that figuring the percentage profit on a can of beans is far below what his mind was intended for. He is doomed to a misspent life all because the professors kidded him along during his college career, until he really imagined that he was the boy to wear the crown.—Boyd Innes.

## They Lead K Aggies Against Huskers



From Lincoln Sunday Journal and Star.

## Quotable Quotes

"Modern universities in my opinion can serve two primary functions. One is to acquaint the student with history so as to give him a background upon which to build his life and to develop the future. The second is to teach the nation's youth how to find the true facts and, once having them, to evaluate them so that we might progress." Harold L. Ickes, secretary of the interior, points out the essential purposes of colleges and universities.

"A surprising thing about Russia is that the administrative mind does not regard communism as its immediate objective, but is content to progress along capitalistic lines if necessary, or in productive facilities alone. The people seem to think that this will make communism feasible." Dr. J. Stewart Burgess, professor of sociology at Temple University, has seen a lot of this type of capitalistic communism.

"A total disregard for tradition, a critical, discriminating, inquiring mind and attitude, a reliable sense of values, a love of play, a love of freedom and the happiness of the entire group, courage, strength, and sportsmanship are qualities which the school should endeavor to inculcate in its pupils without the loss of strong loyalties to the principles upon which a free and happy society must stand." Carl G. Snavely, head football coach at Cornell University, looks toward a real Utopia.

"The danger of expecting miracles from science is no less serious than that of seeking to discredit science. It may lead the public to disregard warnings of the exhaustion of essential resources in the faith that science will find substitutes. Yet at the same time the public is not willing to provide adequate means for training the scientists who may perhaps bring ultimately the desired solution." Dr. Karl T. Compton, president of Massachusetts Institute of Technology, sketches briefly a strong social argument for capitalism.

### RAMSAY MASTER CEREMONIES FOR KOSMET'S REVUE

(Continued from Page 1.)  
That their act is not more than eight minutes in length. The show is expected to be three hours long, running from 9 a. m. to 12 noon.  
"A correct list of members participating in each skit must be submitted to the Kosmet Klub by 5 p. m. today," Shellenberg stated. "The program for the show will be made up at that time, and only those who are eligible will be allowed to take part in the Revue. Roll will be taken the morning of the show, and ineligible students will be eliminated from the acts."

Shellenberg advised that "every skit master should conduct an intensive practice each day this week with the Kosmet Klub members who has been assigned to aid the production. Two or three acts that have been accepted require much more work, and if they do not improve noticeably in the next few days, we will not hesitate to cut them out of the program."

Workers Aid Skit Masters.  
Winfield Elias, chairman of the committees in charge of show properties, appointed a Klub worker to aid each skit. All skit masters are advised to "feel free to call upon their aid for suggestions and help in obtaining and making the necessary properties."

The appointments are as follows: Pershing Rifles, Don Gonzalez; Ag College Cafeteria group, Carl Cleveland; Alpha Chi Omega, Joe Stevens; Men's Glee club, Bill Moore; Kappa Sigma, Richard McGinnis; Sigma Phi Epsilon, Forrest Wilke; and Delta Delta Delta, John Collins.  
Kappa Kappa Gamma, Phil Southwick; Kappa Alpha Theta, Kermit Hansen; Phi Kappa Psi, Robert Moxie; Beta Theta Pi, Robert Gannon; Alpha Tau Omega, Phi Delta Theta, Don Moss; Raymond Hall, Harold Ledford; Pi Beta Phi, Stan Brewster; Kappa Delta, Paul Wagner; Zeta Beta Tau, Pi Kappa Alpha, Howard Kaplan; Sigma Nu, Ed Steeves; and Alpha Omicron Pi, Frank Johnson.

## The Counsellor's Corner

### "CONVICTIONS"

BY  
Rev. Gilbert T. Savery  
United Brethren Church.

We ought not to cherish any illusions as to what is involved in trying to retain Religion as an important ingredient of life at its very best. Nor dare we forget that religious living requires more than a little self-discipline and self-sacrifice. One is inclined to ask whether people really dare accept all the implications of true religious idealism.

There is such a thing as a man having his emotions stirred, but for the experience not to have reached deep enough to make any real difference to his life. Religion that begins and ends in emotion is neither substantial nor enduring. There is abundant room for an emotional expression in religion, but it must be the emotion that is aroused by the appeal of a great sacrifice and service.

Jesus knew exactly how to deal with men and women who came to Him under the surface stirring of emotion. They said, "Lord, I will follow Thee. . . ." But He said, "Yes, but if you do you must be prepared for loneliness, rough roads, pains, and apparent failure." The question is as to whether we are prepared to be bound by the Godward and manward implications of a religious profession. It is not so much what we FEEL about God and about men, as what we DO about what we feel, and in those who watch its one's religious intentions is in

noble living and generous service.

A man whose religion is tied up with all manner of personal reservations is not likely to make a very large contribution to a better world, or even in his own experience to achieve a greater personality. There must be a joyous abandon in personal religious living if it is to prove a really enriching experience.

An eminent religious thinker once wrote: "A man who is touched only on the surface of his soul by a religious movement and has yielded to the current without understanding what it means, whether it tends, and what it involves, is doomed to apostasy in the season of trial. When the tide of enthusiasm subsides and he is left to carry on single-handed the struggle with temptation, he has no heart for the work, and his religion withers like the wheat growing on rocky places under the scorching sun."

Let us lift religion out of the sphere of speculation, and far above the level of a mere emotionalism, into the place where it definitely becomes a part of life. That may not be a very easy thing to do, but it is eminently worth trying, and a successful adventure along this line will provoke a great deal of enthusiasm both in the soul of the one who tries it, and in those who watch its progress.

## Paging The Smart Coed

### For Beautiful Nails—College Style.

Several weeks ago I wrote a little article for this series on what constitutes a beautiful hand. The standards I set up were softness and smoothness. But since then a number of you have asked, "What about the nails?"

The fingernails are, of course, a very important part of hand beauty. No hand can be considered beautiful with ragged, stubby nails, with long unkempt claws, with little white spots running through the nails, with ragged miserable looking cuticle. The fingernails must be smooth and pink and well shaped. The half-moons should be distinct and the cuticle so thin and even that it is almost invisible. If your nails are to add to the loveliness of your hands, they must be given their own special beauty treatment.

The first step in this treatment employs the proverbial ounce of prevention. You must not let your nails be banged up or crushed. This causes the white spots that are so attractive on summer dresses, but a drawback in nails. You must not chew your nails or cuticle—for obvious reasons. You must not use sharp, heavy instruments to push back the cuticle because this causes ridges.

Secondly, you must remember that the nails are a part of the skin and must be treated accordingly. If they are dry and brittle, breaking off easily, they need a lubricant. A good nail tonic applied daily will do marvels in keeping them supple and will prevent cracking and splitting. It will also soften cuticle and make it easy to push back, thus helping you to avoid ridges.

In using liquid polish and polish remover, there are two things to think about. One is appearance and the other is your nails. Bright, dark polishes are very attractive with some clothes on dress up occasions. But they're not so good for daily class room and campus wear. They need renewing more frequently than light polishes because there's nothing

more hideous than a bright polish that's peeling. They require the use of more nail polish remover. Most removers leave the nails a little duller, an infinitesimal fraction less strong. An oily polish remover is far better, but the nail tonic still needs to be applied immediately after the remover to restore natural gloss and toughness.

The best way to keep your nails in good condition at all times is to use your nail tonic regularly, a bright polish only for dress occasions and at other times a natural shell pink polish that's in the very best of taste for campus wear and actually remains on the nails for two weeks at a time. Of course, you'll use only an oily polish remover.—Helena Rubenstein.

The personal papers of the late Dr. Henry Van Dyke, author, clergyman, diplomat, and educator, who died in 1923, have been presented by his literary executors to the Princeton university library.

Prodigies usually compensate for their genius in some manner. A 12 year old mathematics wizard at the University of Louvain, in Belgium, concentrated so much on his special abilities that he had the mind of a 5 year old child in other respects. Professor Arthur Fauville of the university states that after special training, this boy improved greatly, his IQ increasing from 55 to 77 within 13 months.

Some students at Louisiana State university get the air for \$5 an hour. They are members of the aviation class who fly the community plane, a Fairchild three-plane cabin type equipped with the latest safety devices.

## OHIO PROFESSOR SAYS SUSPEND COMPLICATED ATHLETIC REGULATIONS

Dr. Oberteuffer Praises Simple Code Used At Amherst.

COLUMBUS, O. (ACP). Suggesting a moratorium on complicated rules and programs regulating the eligibility of college athletes, Dr. Delbert Oberteuffer, non-coaching professor of physical education at Ohio State university, recommends the system of governing used Amherst college.

"Perhaps we should suspend all rules and start over," he said. "Let's find out what college games are for really. For 85 years, more or less, we have been piling rule upon rule without ever stopping for a careful analysis."

"All this time some over-enthusiastic coaches and directors of athletics have been responding to the victory-hungry public by going to all lengths to produce winners."

"It is suggested that the solution of this problem lies in an examination of fundamental concepts (of amateurism) and in a return to simplicity of administration."

### Avoid Being too Rigid.

Commenting in "The Journal of Higher Education" upon eligibility by the president of the University of North Carolina, he said they are "so firm, so rigid, and so reactionary as to stun those who might be trying to foster athletics for the benefit of all boys regardless of age, income, or previous condition of servitude."

### Congratulates Amherst.

Dr. Oberteuffer congratulated Amherst college for the simplicity of its athletic constitution.

"These rules, all under the jurisdiction of the college itself, are: First, an athlete must be physically in good condition to play; second, he must be in good standing as a student, and third, he must have been a student there for one year of orientation."

"Three simple rules—are they impractical of administration in the Southern conference, or the Western, or the Ohio, or in any conference?"

Dr. Oberteuffer stated that perhaps he are not yet in the position to place too much confidence in the other fellow. If we do need bigger and better and more restrictive rules, "then let us retain some lawyers and give them six months to draw up statutes inflexible and all embracing, and place a trained sheriff in every athletic department to guard against infractions."

## BULLETIN.

### Sigma Delta Chi.

Meeting of Sigma Delta Chi, men's professional journalism society, will be held Wednesday noon at the Grand hotel. All members are urged to be present.

### Kosmet Klub.

Kosmet Klub members will meet this afternoon in the University hall rooms at 5 p. m.

### Pershing Rifles.

Regular meeting of Pershing Rifles, men's honorary basic military organization, is scheduled for 5 p. m. today in Nebraska hall. All members are urged to be present on time.

### Panhellenic Council.

The Panhellenic council will have their Cornhusker pictures taken at noon today in the Campus studio.

### 4-H Club.

The University 4-H club will take Cornhusker group picture at 5 p. m. today in the Campus studio.

### Lutherans.

Lutheran students will meet for regular Bible study with Rev. H. Erick, Wednesday, Oct. 18, from 7 to 8 p. m. in room 203, Temple building.

### Corn Cobs.

Corn Cobs will hold a regular meeting in room 101 of Social Science hall Wednesday night. All members are requested to be present.

Five pairs of stained glass windows representing faith, hope, justice, charity, and wisdom will be installed this month in the Heinz Memorial chapel at the University of Pittsburgh.

Jason Bernie, son of the "ol' maestro," is a freshman at Rutgers university; he is pledged to the Phi Epsilon Pi fraternity.

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