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THIRTY-SEVENTH YEAR

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WHAT DO YOU HAVE--- AN EDUCATION?

So often have extra-curricular activities, especially athletics, been labeled the "big tent" of the university that we're beginning to wonder just what the chief business of a university is. Members of a large class in upper division psychology are probably asking themselves over and over again: What in the world is a university for anyway? What are we here for and what are we supposed to be doing?

The situation, itself of minor importance, was precipitated at one university when an irate instructor complained about student absences from class one week. In order to enforce complete and regular attendance in the future the instructor instituted a program including "lots of unannounced writing assignments for which class members would be responsible."

Again, the incident, by itself, was of very little importance. It was simply a case where a professor had to be very arbitrary in devising a method for making students attend class. But the barrage of annoying questions it has precipitated is of much more significance.

Perhaps we can digest the significance of these questions best in the form of a play.

STUDENT: The university ought to concentrate more on education.

DISAGREER: What do you mean? What is the university doing now? Doesn't it have a few good faculty members and a fairly large curriculum? Doesn't it serve 6,000 students every week of the academic year? Doesn't it bring one or two outstanding thinkers and artists to the campus for additional programs? Don't they all have something to do with education?

S.: Yes.

D.: Well, then what's the trouble?

S.: They don't have enough to do with it. The evidence is all around you. The students are all aware of it too. Most of them admit they don't know what they are at the university for. They all come to it, it's true, for different reasons. But the one thing they don't experience is education.

D.: Don't they learn a lot?

S.: A few of them.

D.: Well, the others—don't they learn anything?

S.: They assimilate information, if that's what you mean. Most of them don't even do that. They just accumulate it in little bunches

and retain it until quiz-time. After that they forget it again.

D.: But not all students are crammers.

S.: Most of them are forced to be by the pursuit of grades. But even the others, the ones who have studied and can remember a considerable quantity of factual information—
D.: Yes! Aren't they learning?

S.: No, but not ordinarily. They are not learning unless they are capable of understanding things in terms of what they have learned before, in different courses, or in different situations. They aren't learning unless they can understand the facts and integrate them so that the whole thing makes sense. They aren't learning if they just assimilate information and then go back to sleep. They aren't learning if they have to be prodded into realizing that problems exist. They aren't learning if you have to build a fire under them in order to make them move. They aren't learning if they have to be awakened to the fact that they don't even know what they're here for.

D.: But most of the facilities—they're all here.

S.: True, and they have something to do with education, but at this stage of the game they are so confused and so far removed from their original purpose that they don't have very much to do with it. They are submerged in a welter of grades, and quizzes, and requirements, and pointless term papers, and all the other forms of academic red tape. The whole emphasis has moved from real learning to giving-the-appearance-of learning and missing the whole point of it. That's where the university comes in—it should shift the emphasis back to education. Why should students be forced to attend all classes? And, why should they go to lectures that are less informative than a textbook and just as dull? And, why should we have lectures that are poor substitutes for textbooks which are admittedly bad enough? And, why should an instructor, unable to maintain attendance with lectures, compel students to attend on the threat of a bad grade? And, what does any grade indicate if it is supposed to be the sword-over-the-head of a student who unwillingly goes to classes in which he is not interested and has to study things which don't mean anything to him?

D.: Pardon me, I guess that's where I came in. All of which ends in the conclusion that the university ought to concentrate less on external trimmings and more on its main business: education.

PROF. ALBRECHT AUTHORS NEW GERMAN TEXTBOOK

'Deutschland im Umbruch'
 Traces Development
 Of Germany.

Included among the many new German textbooks being published by J. B. Lippincott and Company is "Deutschland im Umbruch," written by Erich Albrecht, associate professor in the German department.

The book is designed for the student who wishes to "grasp the essential character of the old Germany and the new, of the Germany that has undergone so

many changes in the past fifty years," according to the review given in the advertising pamphlet distributed by the publishers.

Selections from fiction and poetry are presented in Dr. Albrecht's text-book, giving the flavor and spirit of German life in each of the major periods of development from 1871 to the present time.

Selected Readings Carefully.

The readings are grouped in six sections: Friedenszeit, Kreis, Revolution, Die Nu Gemeinschaft, Emigrantendichtung, and Deutsche Heimat.

The selections have been chosen, according to the review, for their literary merit and suitability to

classroom use, and are at the same time representative of the fundamental history and political developments.

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Jack OAKIE, Kenny BAKER
 SECOND FEATURE
"Midnight Intruder"
 with Lonis
 Hayward
ORPHEUM

NEWS PARADE
 by
Marjorie Churchill

PERIL STALKS THE GERMAN BORDER

Twenty years ago it was an obscure Austrian archduke murdered in Serbia. Less than a year ago it was the crossing of an obscure stream in China. Today two Germans are slain within Czechoslovakian borders, Czechoslovakian reserves are called to the colors and the world watches this expected "incident" and waits with bated breath for the storm of German retaliation.

Troop movements on the German side of the border have been reported repeatedly, and assurances that they are only the shift of men from winter to summer quarters fail to allay anxiety.

Forcing the Issue.
 Germany is vitally interested in the municipal elections, and is prepared to force Czechoslovakia to come through with agreements to give power to Sudeten Germans. And on the eve of the elections comes the killing of two farmers of this minority, shot by border guards when they ignored commands to halt while crossing into Germany on a motorcycle.

Saturday night the border between Czechoslovakia and Germany was closed. German and Czechoslovakian officials alike assert that there is no cause for alarm. But German officials state flatly that they will not tolerate the Czechoslovakian cabinet's policy. And Czechoslovakia's president, Benes, warns his people that never since the World War has the situation been so critical. "We must stick together to complete our national unity," he says. "We are not afraid at all. We are prepared for everything."

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PI KAPPA LAMBDA HOST TO NATIONAL PRESIDENT
 Members of Beta chapter of Pi Kappa Lambda, national honor musical fraternity, entertained their president general, Dr. Robert C. McCutchan, at a luncheon Tuesday, May 17, held in the Student Activities building.

NOW!
 The "Daddy of All Horror Shows"
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