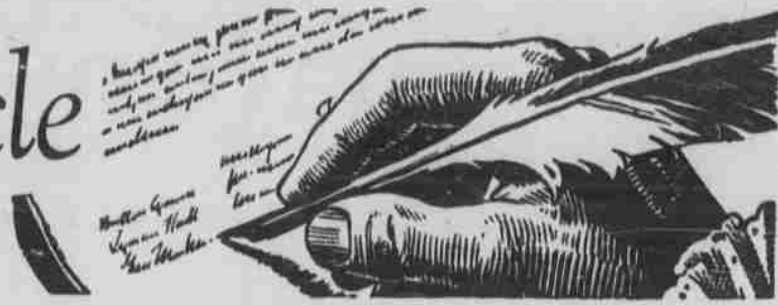


★ ★ Article

Contributions from the student body.



★ ★ Verse

Behind the scenes! These 'profs' relish hard examinations

By Marion Wilke

"I sure gave them a test," chuckled one of the professors. "They'll never be able to pass it. Some of those questions would make me think." This remark was heard in the hall of one of the buildings on the campus last Wednesday. The professor's colleague answered back with "The class average for my six weeks' examination was 44. I certainly gave it to them."

True school spirit! These two well-known professors were crowing over almost impassable tests. Instead of having the helping attitude usually expected in professors, these instructors were proving their own incapacities as teachers.

Bell-shaped curves.

According to surveys and tests made by the department of educational psychology and measurements, grades should be distributed in the form of a bell-shaped curve, with the greatest number, or the average, in the hump of the bell.

Approximately one-tenth of the grades should be above this average and one-tenth below. Roughly, 80 percent of the grades will be in the average zone. This distribution is not infallible, but it is a good basis for grading and a test of the efficiency of the teaching or the test. If an instructor is "putting over" his subject, his grades will show approximately 90 percent above passing. If there are fewer students passing, and thus not comprehending the course, there is something the matter with the instruction or with the test.

Always students' fault.

Few professors look at failures from the angle that something is the matter with them. It is always the students' fault. Approximately 50 percent of the time it probably is the fault of the students, for students are . . . students. It is the other 50 percent of cases for which the professor should examine and criticize himself. Is there something the matter with my presentation? Could I give this material from another point of view? In what are my students falling down? Maybe I should stress these points. These are only a few of the questions which professors should include in

their six weeks' examination to themselves.

A cooperative spirit between professor and student will probably aid more in imparting knowledge than any other one thing. Professors out to "beat" their students are doing more harm than good and are a menace to a harmonious college atmosphere.

EDITOR'S NOTE

Published on this page from time to time are student articles which are distinctive in idea, which have a direct bearing upon some campus topic, or which are of literary merit. Many of the contributions are of an editorial nature. They are the ideas of those whose names appear upon them and do not reflect the policy of this paper.

In many cases the stand of the author may be open to debate. This paper welcomes comment or discussion upon any of these articles, and will publish contradictory opinions among the letters to the editor.

New type schools would be four year perpetual picnics

By Bill Schock

"A new type of school which employs no text books, no recitation, no lesson assignments, roll call, grades—not even examinations—was described by Dr. B. Clifford Hendricks of the department of chemistry at a recent meeting of the college of arts and sciences faculty." This paragraph appeared in Wednesday's DAILY.

Using campus acquaintances as examples of typical university students, and knowing their attitude concerning the university as I do, it seems to me that the school prescribed by Dr. Hendricks would be a four-year picnic.

Of course there are those who would use such a school to the utmost advantage, just as there now are students who never miss a class and never fail to do an assignment. But these students make up a decided minority. The majority of college students are of the type which rejoices with every dismissed class, with every no-assignment class, and which cannot wait to register for known "pipe" courses.

Wouldn't fit in.

How could such students fit into Dr. Hendricks' system? Most of them are going to school on Dr. Hendricks' money, and do not realize that they are attending the university to prepare themselves for the future. Temptation is too great. Many classes are too boring. If they were given a free rein, goodness knows where they would end up. This plan might work effectively for adult students; students who have had a fling at the cruel world and know that to get along one must learn various fundamentals; that one must know what one is going to do and that one must do his best to learn all about his vocation before entering that particular vocation. Wisdom increases with age.

The typical college student, however, does not realize the necessity for making the most of his college career. He is at the university to do the least possible work and still to get a degree. For him, Dr. Hendricks' proposed educational system would be a three-ring circus with all the side-shows thrown in.

Be consistent with traffic signals

Congestion is dangerous at 14th and S intersection

By Jean Saunders

After dismissal from 11 o'clock classes, hurried departures from campus buildings result in congestion in halls and doorways. Students scatter in all directions, some going south to the business district and others east to the organized houses. As they gather at the intersections of 12th and R and 14th and R streets, traffic lights direct their crossing, making it possible for both automobile drivers and pedestrians to get to their destinations.

At the corner of 14th and S streets east of teachers college students daily wage a battle with the automobiles for the right to cross the street. One day last week, a young man stepped from a crowd of pushing students directly into the path of an automobile which swung around the corner. A companion pulled him out of the direct path as other students beside him narrowly missed having their noses skinned and their toes mashed. It was impossible for them to move backward because of the large crowd which was constantly pushing forward. Another traffic accident had narrowly been averted.

Principal outlets.

This corner is one of the two principal outlets for university traffic. Part of the main traffic travels down 12th street and is dispersed by the traffic light. A motorcycle policeman is usually stationed there, also. The other traffic follows S street past

teachers college and either goes south or east, that going south being taken care of by the traffic light at 14th and R and that going east being taken care of by chance at the intersection of 14th and S.

The irregular position of the roads at this intersection is one of the causes of the traffic problem, for automobiles come around the wide curve directly into the south-bound traffic, making it necessary for the students to watch two lanes of traffic from the same direction. Another cause of the problem is the traffic light on R street which holds back all traffic for several blocks north and com-

pletely stops all pedestrians except those few who jog around the cars and reach the other side of the street. When the light changes, the lines of cars start moving and students continue to wait until an opening is presented.

Must be brave.

Students finally reach the other side by a united stand in the direct path of the approaching automobiles. The drivers usually slow, down, giving a crowd of students time to sneak across the street. However, the steady crossing of young men and women students is broken by drivers in a hurry, who drive into the crowd and force them to stop.

This situation of battling and fighting a way across the street east of teachers college is one which must be changed immediately before another auto fatality places its black mark upon the university. The need for a traffic light at another intersection was discovered by such a sacrifice two years ago. It should not be necessary again.

Job schooling great advance

By Jon Pruden

The education plus work program sponsored by the ag college and the NYA offers employment to 15 Nebraska young men, who will work at their jobs while they are learning about it. In a small way this program parallels the set-up in various other schools over the country. For instance, several of the great corporations take intelligent students, let them work for six months, send them to school for six months and so on. Henry Ford has been a leader in this type of education.

It has been shown by tests given in these schools that the best way to learn is to work at a job while mastering the theory of its operation. In the proposed ag college program, those 15 boys will gain both a knowledge of how a farm is run by working on one, and an understanding of the basic principles which underlie farm management by attending classes conducted by experts.

Removes objections.

This combination of the practical and the theoretical is undoubtedly the best form of education. And in sponsoring the movement the ag college may be opening the way for more effective teaching all through the university.

In the special case of a man who goes to school half of the year and works at the job he was studying about, many of the objections to present day formal education are removed. The man knows what he is going to do, and he aims directly at that goal with no less energy. There is no fear of not being able to get a job when school is out, because the corporation will gladly retain the one who is diligent both in work and study.

The agricultural college is to be commended for helping those boys and for setting up a program of real education.

trade area and postal and communications systems.

8. Good times would come back. Taxes would be reduced. Armaments could be cut tre-would still be stronger than any would still be stronger than any possible combination of enemies. Goods would move as freely and profitably among

Colleges are middle-browed

By Stephen Jelinek

Several years ago, Irwin Edman, professor of philosophy at Columbia university, published a book entitled "Undergraduates Never Change." In this book, he summed up the basis for his reasoning in one paragraph, which is as follows:

Undergraduates remain the same essentially for the simple reason that they are still the same are group and that American colleges, whatever changes are imminent in our society, still reflect the middle-class and middle-brow culture pattern which they have had for the last few generations.

A hundred years ago the colleges were still largely designed to train teachers and ministers. But with the expanding industrial wealth of the country, colleges began to be places where the sons of everyone who could afford to went, if not for professional training, then for something vaguely called a liberal education.

Make him work

It is undoubtedly true, as Mr.

Orfield will represent section at legal meeting

Professor Orfield of the law college was invited to represent the American Bar Association's section of international law at a meeting held in Des Moines No. 4. Each section of the association was represented.

The purpose of the meeting was to enable state bar officials to learn how to perform more effectively their duties.

the member nations of the Union as they now do across the borders of our states.

Edman suggested, that the 'middle-brow' culture pattern is still reflected by American colleges and universities. Many, and perhaps the majority of professors and instructors have led themselves to believe that their primary duty to the student lies in making him work for a grade. This, generally speaking, is an inaccurate representation of the student's ability. Instructors apparently have forgotten, intentionally or otherwise, that the primary objective of every worthwhile college student is to secure an education and not, as can be surmised, to strengthen his arm muscles and weaken his eyes by writing so many papers and reading so many pages of text each day.

This educational technique, if that is what it may be called, is one of the reasons why undergraduates fail to appreciate the opportunity which has been bestowed upon them; that is, the opportunity to receive a higher education. It is also one of the reasons that students acquire that "punished" complex, becoming silent and morose, instead of inquiring and independent.

They are human

College professors must, of necessity, learn to regard students as human beings with inquiring minds. The classroom must be more than a general's camp where soldiers march in each day, get their orders, and march out again. If it remains as such, deserters will become more and more numerous. If the professor's sole interest is in the student's welfare, he must be courageous enough to lower himself to the student's intellectual level, even if pride dictates against it. The students will appreciate it. They would, generally speaking, just as soon call a professor a "good scout" as well as an "intellectual jughead."

Press freedom vs ethics

By Anne Kinney

When the Levine child was kidnapped in 1938 from his home in Rochelle, N. Y., the police wanted no publicity concerning the case. His father might then deal with the kidnapers, pay the ransom, and have his boy returned safely.

Two nights after the kidnapping the telephone rang. Several questions were asked of Mr. Levine, letting him suppose he was in touch with the kidnapers. He afterwards learned that he had been tricked by a reporter who was after a story. His boy was found dead some days later.

The freedom of the press is a constitutional right which we Americans cherish. But an abuse such as this will soon lead to a restriction of the right by the American people. The solution lies within the newspaper profession itself. If newspaper editors would band together in a strong union, outlawing practices in journalism which defeat the ends of justice, they could then be assured of freedom of the press.

The reform belongs within the group of civic-minded editors who recognize the abuses of press liberty made by a small minority group of headline hunters who are searching for mass circulation. They disregard all the consequences of printing certain stories—often causing loss of human life to result. Such flagrant abuse of the rights of the individual are bound to result in too much restriction, thus causing the newspapers who respect such rights to lose their freedom.

Therefore, the reform must come from the American newspa-

permen. They can gain the right to discipline abuses in journalism, and be assured of freedom of the press in America.

Federal union - -

(Continued on Page 3.)

attack it, once its defense forces were united.

5. Individual voters would elect the Union Congress and Executive. They would not be mere delegates of national governments as in a league. Every citizen would gain a new, direct control over world affairs. World questions would be discussed by candidates for world office, not by diplomats. World issues would be decided by the people's own representatives. Representation in the lower house of the Union Congress would be on the basis of one to every million population.

6. All colonies or dependencies which do not govern themselves at present would become territories of the Union.

7. No new powers would be given to the Union government. There are five powers which could be transferred to a Union government: Union citizenship, defense force, money, free