

Editorial — Comment — Bulletin

Studebaker pleads . . .

Defense courses poor substitute . . . for education

Commissioner for Education Studebaker's plea that students now enrolled in higher educational institutions finish their professional work rather than signing up for emergency defense courses strikes close at home. For with America's movement toward greater economic participation in the war increasing numbers of Nebraska students are taking advantage of the special defense training program aimed at equipping men with the arts necessary to fill vacant industrial posts.

These special courses and the positions they prepare one for, offer an opportunity for conscription evasion, and open up relatively good jobs without the need of higher education. To those therefore who think only in terms of the immediate future, the opportunities offered by this program seem unusually promising.

Fear moreover that army service will break up the continuity of one's education and may block forever the completion of his work has deterred others from working towards distant educational accomplishments. Unless the fallacy of such action can be generally understood, it is feared by the defense chiefs themselves that a bottleneck will arise in the production of educated citizens.

Studebaker is more or less in charge of the defense training program. And primary among his duties is to secure the well equipped labor necessary to meet the shortages in important defense industries. It is with full realization that he is obstructing his own program that he warns against sacrificing university work for those other short courses.

His logic is unusually sound. Industry needs men, and it needs them quickly. But to get these men, he reasons it is far better to tap the unskilled and semi-skilled workers of the country than to lower the educational standards generally by drawing from the top. Education to him and to the leaders of the country is a long range program. Within a few years, he points out, the demand for professional trained workers will be much larger than their supply. And that supply must not be further curtailed by useless sidetracking at this time.

Those bent on an education and having the ability necessary to obtain it can secure much larger salaries and can be of more service to America by getting their advanced degrees now.

Defense work of necessity is dead end work. With the let up in production following the war, large numbers of those going into these appealing fields will find their bubbles broken and will find themselves untrained for other jobs.

These are restless times. And the ultimate goals of an individual and of the state itself are so easy to bury in present fears and desires. But to do so, will injure America seriously, and injure her at such times as educated men and women are needed to reconstruct a depression wrought America and a war torn world.

No matter what the course of America may be, do no good. To settle for a defense job because of an emergency when one has dreamed of an education and of professional highly skilled employment the abandonment of her ideals and of her goals can

bring a disruption in life that it will take years to heal.

Studebaker's advice is good, his intentions clear. We must go on as we've gone before, never faltering because of fears and uncertainties; we must continue our present work in the university with all our zeal; we must prepare ourselves for the type of jobs that the uneducated man can never fill.

Behind the News

Challenge to youth

Mrs. Franklin D. Roosevelt told American college students this past week that they faced a two-fold challenge, and urged them to meet it victoriously.

First, the challenge consists in a decision on the part of American youth whether they believe in democracy, understand its background, recognize its flexibility to meet new conditions and intend to work for its improvement not only as an instrument of government but as a way of life.

Secondly, Mrs. Roosevelt sees a spiritual challenge.

"This country was founded by religious people," she said, "and cold and hard as their religion may have seemed at times, it was, nevertheless, a motivating force. One and all, they were prepared to suffer for their beliefs, and these beliefs, as they spread out over the country, emphasized the right to liberty, liberty of worship, liberty of expression, liberty of belief on any subject."

Essential to the successful meeting of the challenge, according to the President's wife, is the ability to stand up for the things in which we believe, and the will and ability to help those who are fighting for similar objectives.

She discussed the failure after Versailles, and the possibility that had we been willing to assume our share of the responsibility we might have been able to set aside war as an instrument for settling international disputes.

Instead of fretting about the mistakes of the past, however, she recognized that the past is behind us and that what we are faced with today is the necessity of meeting force with force in the defense of our ideals and way of life until the time comes when again the world can sit down around a conference table.

She vividly portrayed what a Hitler victory would mean to this country, and lashed out at isolationists who declare that we cannot possibly help Britain and at the same time blandly assert that alone we can defend ourselves against a Germany that has conquered Britain.

Aside from the inaccuracy of this fantastic picture, she went on to say, we face cooperation or competition in an economic world with Europe dominated by Hitler, with skilled people enslaved and forced to work as one man decrees.

Commentorials

Dear Editor:

"Graduate Assistant" in his letter in the Nebraskan for May 15 seems to believe that those of the faculty who favor "all-out aid to the Allied peoples not necessarily short of war" are "beyond military age" "physically unfit" etc. etc. He (or she) would like to see names of signers published.

As one who did not request a "bomb-proof" (deferred classification) in World War I, I should be pleased to see two lists (1) Names of those who signed the petitions and (2) Service records of those signing who were of military age during World War I.

Many of us who served in World War I expected to be on the battle-lines in ninety days from date of induction or enlistment. Many of us did not get overseas. All of us received training in the art of war quite different from the first two years of ROTC. Bayonet drill was not omitted because it was "disagreeable." (It was taken out here about 1921 or 1922.) We know what we are asking of young men today.

Many men who were under arms in this country or overseas at the time of the Armistice believed that Germany should not have been spared invasion when she shouted "Kamerad" in Novem-

ber 1918. We believe we have a right to ask of others now what was asked of us twenty-four years ago. We believe the need now is as great or greater than in 1917-1918. It is of little use to say the Versailles Treaty is responsible for the present situation. We do not approve gangster rule though the gangsters may be spawned by our social defects. . .

There are faculty men who, in 1917-1918, represented every phase of educational preparation you find in our student body today. Service meant a lot to us then as it will to students today. But many of us believed in the United States of America.

C. C. Minter.

Dear Editor:

In justice to a colleague, may I call attention to Professor Raysor's military record and experience as recorded in "Who's Who." He not only saw service in France during the previous war but was graduated from the Officers' Training School in Saumur, France, after the Armistice and thereby qualified for a commission in the artillery. I may also add that he is the most thoroughly informed student of military history, theory and tactics that I know among my acquaintances.

J. L. Schless.

Light intensity of stars no longer a mystery shown by new machine

Do you know what a photoelectric microphotometer is? It is the new machine designed by Prof. O. C. Collins of the department of mathematics and astronomy which can reveal the brightness of the stars.

Making use of photograph negatives of stars the machine is the result of more than a year's work by Prof. Collins. A few similar machines have been constructed by other institutions, but Prof. Collins has incorporated their best features plus several new ones which he has worked out.

The negatives taken with a special astrographic camera attached to the telescope at the observatory on the ag campus, are brought to the city campus and placed in the new microphotometer.

Principle of this machine is a photoelectric cell front on which the negative is placed. The degree to which the light from a special lamp in the machine penetrates the dark negative image of a star and activates the photoelectric cell affords a measurement of the intensity of the light from the star itself.

Located in Brace lab.

The instrument, built by mechanics in the physics department, is located in a windowless room in the basement of the Brace laboratory of physics.

Interference of the studies of faculty members and advanced students in the room is avoided by freeing the room from drafts and variations in temperature.

Planets merely reflect the sun's light, but stars are their own source of light, said Prof. Collins. This means that photographs of

them are not taken as pictures but as measures of their varying intensities of light.

The image of the planet varies in size and density according to the brightness of a star. Each star is photographed on two plates—one sensitive to blue light, the other to red. The difference of brightness of the two plates gives the color index or relative color of the star.

Uses turntable.

In using the microphotometer, a photoelectric plate or a certain section of the sky is placed on a turntable which can be moved in any direction horizontally to bring a particular star on the plate within a beam of focused light given off by a special lamp of steady intensity just above the turntable. The beam of the light then is intercepted by the negative image of the star and the light that is not obstructed is projected onto a photoelectric cell at the base of a wooden case below the turntable.

This image is magnified about 20 times by means of lenses through which the light passes. A small electric current is set up by the cell.

The electric current is measured by deflection of a galvanometer connected by wire circuit to the cell. The galvanometer in turn shines a spot of light across the room to a long measuring scale which records the intensity of light falling on the cell.

A quick comparison between stars can be easily made by shifting the photographic negative about on the turn table and the same time noting the changes on the measuring scale as different stars are brought under the light.

The Saturday Letter

By Raymond Manchester.

The psychologist loves to give you a word and have you say what first comes into your mind. One young man answered, "culture," when the word culture was given. I suppose the psychologist would search for hidden meaning, but Johnnie lived with an aunt. The aunt may not have had some things, but she was herself sure that she did have culture with a big C. Johnnie thought of culture because friend aunt preyed upon his short-comings.

It is possible, however, to have culture without being a culture and further I wouldn't say that all cultures have culture.

Culture is something like

Britain—

(Continued from page 1)

last week seeking to bring out the minority opinion, found 57 percent of better than 200 instructors returning them sympathetic with the stand taken in the petition. Thirty percent at that time however, desired to keep America's aid to Britain "short of war" and 13 percent wished the United States to retreat from her present daring position.

Backing was strongest in the department of physical education, and in the English department and lowest in the college of agriculture, dental college and college of business administration.

Objections voiced to the petitions were that they represented the opinion of the university faculty as a whole even though the memorial states the signers sign for themselves in their individual capacities; and as a representation of faculty opinion, it was one-sided.

Right of citizen.

Answering these objections, petition signers declared that in sending in their signatures they were exercising the right of American citizens to state their views, and that their positions as members of the university faculty and what influence they might carry, were but incidental.

The memorial goes to the president and vice president of the United States, to the speaker of the house, the secretary of state and to the senators and representatives from Nebraska.

It appears in its literal form on page three with the signatures of those endorsing it attached.

freckles. It shows up (like freckles) when the heat is turned on. In fact one good way to determine the presence of culture within a man is to place him in a tough spot and watch developments.

Some ambitious persons do much struggling and conniving to get hold of elusive culture, even to the limit of trying to buy it by the book yard or through the act of social climbing; but for them, the darn thing never seems to be where it can be cornered. Others just have it.

It is a thing every man wants, but a thing he can't buy even though there are salesmen who offer it at a price. Also it can't be borrowed or given away or even stolen. If a man has it, he carries it as lightly as a feather, but if he hasn't it, the lack of it weighs a ton.

The first procedure for you to follow if you desire culture, is for you to be studious, so that you may be well informed, to be generous so that you may share your blessings, to be courteous and well-mannered so that you may be pleasing to others, to be tolerant so that you may be fair and just, to be sympathetic so that you may be helpful, to be honest so that you may be dependable, to be industrious so that you may not be a burden and to be friendly so that you may be well liked. If in addition you are humble in spirit and courageous in action, you will find that you really do not care much about the thing we call culture, yet, strangely enough, you will discover that you have this very thing you cease to be concerned about.

A peculiar thing.—culture.

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