

# Horse and Buggy Education

(Editor's Note: This is the second of the editorials on education by Paul Keller.)

It is one thing to criticize, any fool can do that, but unless some suggestion is offered in place of it it is better to say nothing. Too many of us write letters to the Nebraskan criticizing this or that and end up by saying "something should be done about it." There are some things that can be done immediately to cure many of the ills of our present teaching methods. Other faults require further research and consideration before improvement can be attempted. We can be thankful for such organizations as the Carnegie Institute for the Advancement of Teaching and others who are devoted to this task.

For the present, at least, our knowledge of visual and audio aids could be used a great deal more than they have been. Psychologists say that 90% of our learning comes thru the eyes, yet the use of motion pictures and slides is sadly neglected. The subject of history is one which most of us consider quite boring. Motion pictures lend themselves very readily to this subject. For example, the teacher baits Johnny into saying that the second World war would never have happened if Churchill had been at Munich. Then a film is shown depicting the rise of Hitler to power. On the screen are flashed scenes of soup lines, strikes, book burnings, balcony harangues and goose-stepping, brown-shirted legions. Thus in a short space of time the real cause of the war is presented in a thrilling, non-forgettable manner. This could be followed by a short quiz to drive home the important facts.

Cartoons can be used to teach subjects to children at an early age. Biology, physiology, and many other subjects can be made exciting and interesting to the juvenile mind. Survey courses of subjects, usually considered of a college level, could be given. This would not only help him select the course he will take in college,

but it will give those who do not go to college a brief insight into philosophy, psychology, the professions, and so on, subjects which the average high school graduate knows little about. With cartoons they can move inside a diesel engine, or watch the fight between white corpuscles and disease germs in the body.

Audio aids, particularly in the teaching of languages, are still not used to their fullest extent. Fortunately their value is now realized and some students are learning the languages sans American accent, the records in most cases having been made by natives of the tongue.

It does not require much imagination to see the many other subjects to which these two "tools" of teaching can be applied. They alone, however, can not do the job. A new approach to each subject must be considered. Much extraneous material is still being taught in practically all subjects in grade schools to universities. We can all look back and remember how much we have forgotten, mainly because of disuse. This forgotten material has collected in professors' "outmoded lecture notes" thruout the years. New developments in their fields are filed away in the own minds and not considered in relation to the elementary subjects which they teach, day after day, year after year. This extraneous material should be eliminated and courses of study, particularly in the technical fields, brought up to date.

An entirely new attitude toward the student is also another radical, but essential, revision in our educational system. No attempt is made to segregate the genius, or even the above average, student from the dullards. In any society, it is necessary that there be scientists, members of the professions, skilled and unskilled labor. Why should these all be thrown together and taught at the same rate and the same subjects during their first 12 years of school? Why should a boy who wants to be an auto mechanic learn algebra and trigonometry in high school?

Obviously these are radical departures from

standard methods. All of these suggested improvements cannot take place overnight. It is a long range program. Practically any serious minded and intelligent thinking person will agree that "something must be done." Walter Adams, associate editor of Better Homes and Gardens, has said, "One thing is certain, the old education isn't enough, we must improve it, either this (the GI way, or some other.)"

The only way wars, strikes, depressions, and assorted political doctrines can be banished from the earth is by the production of an intelligent, liberal-minded populous. A liberal education is essential. Yet the present ponderous methods of education, and the wealth of useless material which must be learned in order to "pass", make it impossible to spend much time on the liberal arts, particularly for students of the professions. This is equally applicable to grade and high school students, who probably need a knowledge of the liberal arts even more than college students, since the majority do not go on to college.

You who read this are probably saying, "What can I do?" In a democracy, yes, even under a dictatorship, the weight of public opinion is inexorable. Perhaps now you are slightly awed by educational institutions. However, when your children start to school you will look back upon your own educational experiences and wish that your child could be spared the inconsistencies of the present methods.

There are several things you can do. The first is to discuss the subject as often as possible thereby causing others to think seriously about it. Let them know that something can be done about it if enough people raise their voices against present methods. Secondly, see that responsible, progressive minded people are elected to school boards and appointed to the boards of regents. Thirdly, since this will require money, elect men to public offices who are in favor of increased appropriations for education. There can be no better investment of public funds.

P. K.

## Verdi's Memorial Mass Sung For University War Dead

BY SAM WARREN.

Verdi's "Requiem," which will be performed Sunday in memory of university war dead, was written as a memorial to Alessandro Manzoni, Italian states-

man, poet and novelist. Verdi wrote the requiem in 1873 to honor his compatriot.

Originally Verdi undertook the writing of a requiem mass for another immortal Italian, composer Giocchino Rossini. Twelve other Italian composers, now mostly obscure, planned to share the venture, but because of a lack of unity among them, the project was abandoned. Upon the death of Manzoni, Verdi took up the requiem again and completed it alone.

Called "a typical disposition of the requiem text in a large scale setting," Verdi's "Requiem" is divided into seven parts. They include (a) Rest eternal, and, Have Mercy; (b) Day of Wrath; Hark the trumpet, Now the record, What affliction, King of glories, Oh remember, Sadly groaning, From the accuser, and Ah, what weeping; (c) Lord Jesus; (d) Holy; (e) Lamb of God; (f) Light eternal and (g) Deliver me.

A relatively few number of composers have set the Requiem Mass to music, in comparison with those who have given musical setting to the normal mass. Among

the several other composers of requiems are Palestrina, Vittoria, Mozart, Schumann, Bruckner, Faure, Dvorak and Berlioz.

The Choral Union under the direction of Dr. Arthur Westbrook will number over 500 voices Sunday. Soprano Arrell Mace, contralto Mary Berner, tenor J. Dayton Smith and baritone Dale Ganz will be the four soloists. The concert, sponsored by the university convocations committee, will begin at 3 p. m. in the coliseum.

### Junior Division

Junior Division students who have not already made definite appointments with their advisers for the planning of their programs of subjects to be carried during summer school and/or the first semester of next year are urged to see their advisers and make such appointments at once. The worksheets for registration should be prepared and handed in to the Junior Division Office a week before the date indicated on the appointment - for - registration card obtained from the control committee, Nels A. Bengston, dean.

## Daily Nebraskan

Member

Intercollegiate Press

FORTY-FIFTH YEAR

Subscription rates are \$1.50 per semester, \$2.00 per semester mailed, or \$2.00 for the college year. \$3.00 mailed. Single copy 5c. Published daily during the school year except Mondays and Saturdays, vacations and

examination periods, by the students of the University of Nebraska under the supervision of the Publication Board. Entered as Second Class Matter at the Post Office in Lincoln Nebraska, under Act of Congress, March 3, 1879, and at special rate of postage provided for in section 1103, act of October 3, 1917, authorized September 30, 1922.

All LSA members interested in attending Camp Brewster in Omaha, May 24, may sign up in the LSA office, 101 Temple, any afternoon this week.

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