

EDITORIAL PAGE

Expediency Vs. Ethics

Some interesting observations arise from Attorney General Brownell's startling Friday Chicago speech. He then asserted that former President Truman had access to knowledge of Harry Dexter White's defection to communism, and further, did not take action upon it.

Brownell has justifiably earned a reputation as a successful politician. A successful politician is always aware of the importance of timing.

The timing of this statement is particularly significant, following on the heels of the serious Republican embarrassment at the polls a week ago today. Also, Brownell's statement very strategically precedes another important election in California.

The question of the accuracy of Brownell's charges or Truman's counter-charges cannot be determined here. But, a discussion of why this particular time was taken to divulge this information might be enlightening.

Strangely enough, Brownell himself de-

clared that the FBI account of the source of the information "could not be released for fear of compromising national security." If Brownell could take the liberty of making political hay out of releasing this information at this specific time, it is ludicrous he should say the complete information should be denied to the public because of security reasons.

This comes close to saying, "What I say is true, but I can't tell you why. You must take my word for the accuracy of the statement. After all, I have said it." The nature of this disclosure or assertion was so pure that it smacks of McCarthy-type sensationalism. This is just about the last criticism The Nebraskan imagined would be leveled at Brownell.

Expediency, however necessary for political success, can hardly serve as a substitute for high-principled public service. It is a distinct surprise that Nebraska alum Brownell chose the latter method after gaining respect as a proponent of the former philosophy.

If this information was available before, why was it not divulged earlier? Brownell said, "I can now announce officially, for the first time in public, that the records in my department show that White's spying activities for the Soviet government were reported in detail by the FBI to the White House by means of a report delivered to President Truman through his military aide, Brig. Gen. Harry Vaughan, in December of 1945."

Can the attorney general tell us why he withheld this information until now? Can he say that his office is any less guilty than his predecessors (provided the reports are true), of withholding information from the public? Is this the desperate "ace in the hole" of a shaky administration which realizes the public opinion is turning against the "great crusade" which has been developing into "the great faux pas"?

Or to put it another way, is this proof that the administration has acknowledged McCarthy sensationalism as a bona fide political device?

If it be true that times be bad enough for the administration to ignore and gloss over serious deficiencies relating to unfulfilled campaign promises and embark upon a negativistic program of "killing dead horses," we are witnessing an inherent defeatist approach which may very likely mark a further tumble of Republican prestige.

The Nebraskan is waiting patiently for evidence of a positive attitude by the Eisenhower administration—we were promised that during the campaign. But, in the face of the Brownell speech, we find ourselves still waiting, with patience running out.—E.D.

Reds At Harvard

The undergraduate newspaper at Harvard demanded in an editorial that McCarthy "actually name the professor or professors of Harvard who are Communist."

This was their answer to charges McCarthy made that Harvard students are being exposed to "Communist professors and party philosophy."

In spite of The Nebraskan's sympathy with the Harvard editorial on this occasion, it seems as though they are letting themselves wide open for a counter-charge by McCarthy. Investigator McCarthy can call the newspaper "red" and get away with it.

You see, the newspaper's name is The Harvard Crimson.—E.D.

Margin Notes

Mistaken Identity The housing situation in Lincoln must be getting desperate.

Two out-of-state home hunters tried to purchase the new Southeast fire station Wednesday. A clear case of mistaken identity—the low structure resembles a new ranch style home. Even the large economy-size garage was explained by the assumption that it was a recreation room at the rear.

"No sale," the city—the present owners—declared.

Maybe Love Library can start renting out apartments.

That 'Lost Touch'—Humility Humility, according to the columns and editorials of the last two weeks, is something everyone seems to have lost.

But, how many humble persons talk about humility?

Ever run across a "humble person" who said so?

Humility is expressed and exhibited; not defined and discussed.

Therefore, we wonder if the really humble have been heard from yet.

We're Being Quoted The Ladies Home Journal reported that the following statement was heard on the University of Nebraska campus:

"The moon not only pulls the ocean back and forth in the tides; it stops cars on the side roads."

The Case In Favor Of John Dewey

EDITOR'S NOTE: The following article, published in the Des Moines Sunday Register, was written by Frederic Ernst, teacher and educational administrator, now deputy administrator of New York public schools. His article, here condensed, is entitled, "How Dangerous is John Dewey?" and presents the case for Dewey. In Wednesday's Nebraskan will be printed a companion article explaining the views of one of Dewey's critics.)

In recent years our public schools have been criticized so frequently and in so many places that their defenders may be justified in believing, in part at least, that these criticisms are a concerted attack on public education.

Though charges have been frequent, they have not been numerous. One that recurs constantly is that the schools do not teach the fundamental subjects.

Another is that their discipline is so lax that they may be blamed for an increase in juvenile delinquency. A third accusation calls our public schools "godless."

Only in a few instances have these criticisms brought about radical changes in school procedure.

A fresh line of attack was needed if the campaign against the new education was to succeed. Accordingly a new strategy has been planned.

It carefully refrains from repeating the stock indictments. Instead, it devotes its attention to John Dewey, whose writings on education have profoundly influenced teachers and administrators the country over.

There is no doubt that among American philosophers Dewey stands first in his influence on educational theory and educational practice.

Education was a primary concern for Dewey because for him philosophy was not just something for the books. Its primary purpose was to guide and inspire people to develop to the utmost their potentialities as individuals and as members of the society.

He believed that the fullest human development was possible only in a democratic society, and he regarded democracy not merely as a form of government, but as a continually developing way of living together.

He believed further that the possibilities of a democratic environment could not be realized unless the schools were a reflection on that environment and unless their methods were based on the principle that the school is an organized form of democratic living.

Furthermore, it may allay the fears of any parents who are disturbed by warnings about Dewey's vicious philosophic theories. Basic to his whole scheme of things is the doctrine of interest, first expounded technically in his famous essay, "Interest As Related To Will."

Briefly, the theory is that education must be based on the child's developing instinctive interests. Those interests are the starting point.

Where educational procedures are not based on the child's interests, what the school succeeds in doing is cultivating "divided attention."

Dewey pointed out that the child's interests will inevitably find play, and if the school does not give them this opportunity, the school will have to be satisfied with just a slight part of the child's attention.

The best of him, his real self, will seek expression in daydreaming, if need be, or in a more or less active rebellion against a confining environment.

Since the child's instinctive interests call for activity, the

'Father Of Progressive Education'

EDITOR'S NOTE: The following article was published originally in the Des Moines Sunday Register, accompanying articles presenting the cases for and against John Dewey.

Well-informed parents in Iowa know of the conflict in the field of education, growing largely from the fact that many schools and educators are molded in the image of John Dewey.

Today the Sunday Register attempts to bring into focus both sides of the question with the following two articles presenting the case for and against John Dewey's progressive education...

John Dewey, called "the father of progressive education," undoubtedly was one of our country's greatest philosophers and educators.

The basis for his philosophy of education was that emphasis should be put on the individual child, rather than the subject. His views did much to humanize the American school system.

As a philosopher, Dewey was a pragmatist. Pragmatism is a school of social thought that believes an idea must be judged by it works, rather than how it sounds or looks.

The pragmatist does not believe that anything is selfevident. His special branch of pragmatism was called instrumentalism. For him, knowledge simply was

the instrument used to get out of predicaments or to better social conditions.

Dewey believed that the highest virtue was intelligence—that intelligence means resolving a problem with an answer that (1) is the most workable, and (2) makes the most people happy.

The starting point of his system of thought is biologicalism in an environment. Things are to be understood through their origins or functions, without the intrusion of supernatural considerations.

Truth is not fixed or absolute. The only reality is experience, and all experience is of objects in relations.

And since the individual is to live in a society, he is to be studied as a citizen (actual or potential), growing and thinking in a vast complex of social interactions and relationships, not as a solitary "self or soul."

Dewey's theories, coupled with a deep faith in human nature, made him a staunch defender of democracy and a militant liberal in politics.

He held this as his faith—that the closer man inspects himself and his society and the more he knows about nature, the better off his world eventually will be and the more progress will be made by civilization.

The Student Speaking

All That Glitters

By HANK GIBSON (EDITOR'S NOTE: The following items were not sent in to The Saturday Evening Post, but are reprinted from the Post.)

Several years ago I was sleeping in a small log cabin on the outskirts of a sleepy Canadian town. It was a rather cold night, with several inches of snow on the ground, and I had turned in early after setting my traps.

I was quite tired and would probably have slept soundly if left alone. But about 3 a.m. I was awakened by a growling noise just outside my cabin door.

Pulling the blankets around me, I went to the window and looked out. I was horrified by what I saw. One of the largest grizzly bears I have ever seen had chased a very old lady up into a rather spindly tree.

It was apparent from the way the bear was shaking the tree that the old lady could not possibly maintain her perilous perch for very long.

I reached quickly for my rifle, but then remembered that I had used the last shell I had to dispatch a small dog that had slobbered on my fine hunting boots.

It was impossible to call for help, the nearest neighbor being at least a mile away. I looked frantically about the small cabin, but all that was there was my bed and the warm blankets wrapped about me.

Nonetheless, I was able to quickly reach a decision, which I feel was the only thing that could be done under the circumstances. Can you tell what I did? (See Answer Below)

Not long ago, my mother was having a shower for one of her young friends who was to be married. Unfortunately, it was necessary for her to invite Mrs. Chittenden-Chumley, the self-appointed social leader of my home town.

Mrs. Chittenden-Chumley was the type of elderly woman who attached a great deal of importance to everything at a social event being just so.

She usually went to great lengths to make a poor hostess who had a stopped-up john or other slight inconvenience or oversight feel terribly aware of her social faux pas.

Naturally, Mother was quite anxious that the shower be a big success, but anything on so large a scale as this affair could hardly be perfect. Mrs. Chittenden-Chumley never missed a trick.

She caught everything that was even slightly less than perfect and throughout the party made my mother feel thoroughly inferior.

Finally, when the guests sat down to dinner and Mother was just about at the end of her rope, Mrs. Chittenden-Chumley noticed that the table had been set with the silverware in reverse order from the way it should have been set.

"My dear," Mrs. Chittenden-Chumley said, icily, "I didn't know all your guests were left-handed."

With a slight smile on her face, Mother turned to her tormentor. "Why don't you shut your G— Damn mouth?" she said.

University Bulletin Board

TUESDAY
Corn Cob Worker Active Meeting, 5 p.m., Room 313, Union.
Student Directory Sales Meeting, 7:15 p.m., Room 315, Union.
Lab Theater Production "Room Service" Opening, 8 p.m., Room 201, Temple.
WEDNESDAY
Phi Beta Kappa Banquet, 6:15 p.m., Union.
Nu-Med Meeting, 7:30 p.m., Love Library Auditorium.
"Room Service," 8 p.m., Room 201, Temple Building.

Letterip

In Defense Of Grandma

(Letters to the editor should be limited to 200 words. Unsigned letters will not be published; however, names may be withheld on request. The editor reserves the right to edit all letters. Letters represent only the contributor's view.)

Dear Editor:

There is, I think, such a thing as a sense of humor; but violence and bad taste of the Mickey Spillane type, such as that in Mr. Sharpnack's column Wednesday, can hardly be called anything else but a vicious perversion. To be sure, the author may be trying to make a point too subtle to be seen; if so he fails.

He may be attempting to parody the "we-just-love-blood" school of story writing; if so, he fails. If he thinks he is imitating James Thurber, he should remember that in Thurber's fables mildness has its revenge; if he thinks he is emulating Jonathan Swift, he needs to improve both his style and his approach.

To be brief, I can see nothing funny at all in such a brutal trampling down of decency, respect for the aged and filial love either in this travesty of family life or in its alleged moral (!). Standards of decency are low enough everywhere, even on this relatively fair campus (look around you). An article of this sort, even if intended to point a real moral, I'm afraid I can regard only as an encouragement to further corruption.

I have been told that once upon a time The Nebraskan was censored by the Publications Board or the Journalism Department. One way and another, I have spent quite a few years arguing against censorship in all forms; but this piece has left me with a bad taste in the mouth that I find myself wondering if censorship, in the interest of common decency, may not be a pretty good thing after all.

FACULTY MEMBER

Economics 11

Dear Editor:

I am not taking Economics 11, nor have I taken that course yet. Also, I am not taking sides in what may develop into a somewhat lively discussion.

I am only interested in sug-



When you pause... make it count... have a Coke



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The Nebraskan
FIFTY-THIRD YEAR
Member: Associated Collegiate Press—Intercollegiate Press
Advertising representative: National Advertising Service, Inc.
490 Madison Ave., New York 17, New York