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

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-

'Controversy'

Because this week is National Education Week, The Nebraskan had hoped to present its readers with a series of articles explaining the issues involved in controversies over phases of American education.

As part of the program we had hoped to publish articles, written by members of the Teachers College staff, on Deweyism, the doctorate of education and the purposes of the College.

When contacted, however, the professors of education declined to participate in The Nebraskan's program, primarily on the grounds that the issues involved are a matter of dispute and that they did not wish to become part of any "controversy."

Still convinced that its readers should be informed of the issues at stake in modern education, The Nebraskan has been forced to reprint portions of articles published Aug. 30 in the Des Moines Sunday Register.

Today's reprinted article presents the case for Dewey. Wednesday The Nebraskan will print the case against Dewey.

In Friday's paper Dr. Royce Knapp, professor of secondary education, will comment on "Education at Mid-Century."

The Nebraskan regrets that members of the staff of the Teachers College have not seen fit to help the paper present to its readers the issues involved in modern education.

We believe that controversies can be resolved only by talking-intelligently-about them and presenting the arguments of all sides. No controversy, so far as we know, was ever eliminated by refusing to talk about it.

In the near future The Nebraskan will attempt to present both sides of the picture in the current battle between proponents and opponents of the doctorate of education. We hope the faculties of Teachers College, the College of Arts and Sciences and the Graduate College will consent to use The Nebraskan as a public forum for the presentation of issues involved in the controversy .- K.R.

A Reawakening?

The University's annual week-long "revival" has been called off, at least for 1953-54. In its place students who attended a religious-evaluation retreat over the weekend would substitute a multitude of study groups.

Anyone who has worked with the so-called "revival," Search Week, will testify that the annual religious-emphasis week has not produced much impact on campus.

The week comes and goes. Most of those who attend meetings and participate in services are students and faculty members who are active in religious affairs the year-around. The other participants tend to fall back into their hum-drum existence.

A few students and instructors have worked hard on Search Week in the past, but their efforts have been largely futile.

The new program will be more difficult to inaugurate. Instead of a series of public or classroom meetings at a specific time, religious leaders will be faced with indefinable groups, meeting irregluarly and discussing any and everything.

Although the retreaters suggest a meeting of representatives from the study groups, no council can regulate the conduct of the cells. Schedules, announcements and outlines of study will not create a religious awakening. Nor will coordinating bodies and elaborate speeches.

Search Week, in as much as it was unsuccessful, failed because it became an annual observance with formal meetings and detailed schedules and because it was forgotten

If the program of study groups is to create a year-around concern for religious affairs. its goal will be reached only through personal contacts with individuals—contacts which will tinue throughout an extire year.

Perhaps a plan of personal missionaries will succeed where a formalized revival failed .- 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 put that it smacks of McCarthy-type sensationalism. This is just about the last criticism The Nebraskan imagined would be leveled at

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 Mc-Carthy sensationalism as a bona fide political

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 identitythe 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-

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

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

The Nebraskan

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REPORTERS BUBLINESS STAFF

The Case In Favor Of John Dewey

EDITOR'S NOTE: The follow-ing 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 en-titled, "How Dangerous is John Dewey?" and presents the case for Dewey. In Wednesday's Ne-braskan will be printed a companion article explaining the views of one of Dew y'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 edu-

Though charges have been frequent, they have not been num-erous. 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 de-linquency. A third accusation calls our public schools "god-

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

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 influ-enced 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 some-thing 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 n o t 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 inter-est, 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

(Letters to the editor should be limited to 200 words. Unsigned letters will not be published: however, names may be with-beld on request. The editors reserve 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 Spil-

lane 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 try-

ing to make a point too subtle to

He may be attempting to parody the "we-just-love-blood"

school of story writing; if so, he

fables mildness has its revenge;

if he thinks he is emulating Jona-

than Swift, he needs to improve

To be brief, I can see nothing

funny at all in such a brutal

trampling down of decency, res-

pect for the aged and filial love

either in this travesty of family

life or in its alleged moral (1).

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 re-

gard only as an encouragement

I have been told that once upon

a time The Nebraskan was cen-

sored 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 such

a bad taste in the mouth that I

find myself wondering if censorship, in the interest of common

decency, may not be a pretty

to further corruption.

both his style and his approach.

If he thinks he is imitat-

be seen; if so he fails.

fails.

In Defense Of Grandma

Letterip

school must supply the activity that will enlist the child's en-tire attention. There must be games, there must be play and these activities in turn require the participation of the child in group action which teaches him to adjust to other children.

Hence the importance of the occupations and vocations in the school curriculum.

Remember that this organization of subject matter was at first denounced as based on "soft pedagogy." If children are to be merely interested, what becomes of work which they must learn to do?

Dewey's thoughts on the organization of the school curriculum led him to propound the difference between what he called a logical and psychological organization of subject matterthe psychological organization being based on the child's interest and experiences

Geography and history are subjects that have been transformed by Dewey's influence. Before Dewey, their chief ob-jective seemed to be to develop competent performers on an "Information Please" program.

Geography and history are concerned with nature and man, and as Dewey pointed out, give background and outlook and intellectual perspective to what might otherwise be narrow personal actions or mere forms of technical skill."

The change in point of view began when Dewey pointed out that the ultimate significance of mountains and valleys, lakes and streams, is social, and when he insisted that though history deals with the past, it is the history of

the present. Dewey's relentless criticism of educational methods current 40 or 50 years ago and his insistence on the child's instinctive inter-ests and impulses resulted in unfortunate misinterpretations by the advanced thinkers who were competing among themselves in their efforts to get furthest away from the traditional situation.

It is, of course, a fact that much of what called itself progressive education was just a travesty of what Dewey intended

It was due to his intervention that the perverters of the progressive movement, at first limited almost entirely to private schools, were set straight as to just what progressive education could and should be.

Dewey made plain that while control of child activity by teacher was wasteful and unproductive, this did not mean that there would be no control.

He pointed out that not every experience was educative and that it was the teacher's function to supply a stimulating environment in which truly educational controls and directions were inherent. . .

Teachers soon realized that a program based on Dewey's educational theories made demands on them far in excess of those required by the older program with its characteristic routines and formal drills.
In these days of international

crisis those who attempt to un-dermine Dewey's influence on our educational program of mo-bilizing to the limit the resources of a democratic society.

Let us beware when we hear that fascism is more efficient than the democratic process. On Dewey's educational principles we can base our faith that our schools can develop for any emergency the potentialities of the oncoming generation.

cial conditions.

EDITOR'S NOTE: The following article was published originally in the Des Moines Sunay 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 at-

tempts 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," un-doubtedly was one of our coun-

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

try's greatest philosophers and

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 sounds or looks. The pragmatist does not be-

lieve that anything is selfevident. His special branch of pagmatism was called instrumentalism. For him, knowledge simply was

'Father Of Progressive Education' the instrument used to get out of predicaments or to better so-

Dewey believed that the high-est virtue was intelligence—that intelligence means resolving a

problem with an answer that (1)

the most workable, and (2) makes the most people happy.

The starting point of his system of thought is biological, with man to be seen as an organism in an environment. Things are be understood through their origins or functions, without the intrusion of supernatural consid-

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 potental), 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 himsellf 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

By HANK GIBSON (EDITOR'S NOTE: The following items were not sent in to The Saturday Evening Post, nor are they 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

e, 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 slob-bered 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 (See Answer Below)

I just said to hell with it and went back to bed. The Perfect Squelch

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 hard-ly be perfect. Mrs. Chittendenhumley never missed a trick. She caught everything that was even slightly less than perfect and throughout the party made my mother feel thoroughly in-

Finally, when the guests sat down to dinner and Mother was just about at the end of her rope, Mrs. Chittenden-Chumley no-itced 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's know all your guests were left-

With a slight smile on her face, Mother turned to her tormentor. "Why don't you shut your G-

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 Nu-Med Meeting, 7:30 p.m., Love Library Auditorium.
"Room Service," 8 p.m., Room
201, Temple Building.





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FACULTY MEMBER Economics 11

good thing after all.

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 some-what lively discussion.

I am only interested in sug-

'rather than stating clear def-

gesting how the subject might be studied more profitably.

The writer of an editorial, "Eco-nomics 11." which appeared in

Friday's Nebraskan, stated that

initions with supplementary examples, the authors go into lengthy dissertations which lose the student." She went on to say, "Second, students complain that class lectures are not successful in explaining fundamental concepts of the course. With few exceptions,

lectures have been as vague and meaningless to students as the From the above, it appears that the text and the lectures make use of one of two methods coming James Thurber, he should remember that in Thurber's monly used in teaching largely

theoretical subjects. One method is to state the rinciple first and then to offer illustrations. Another method is to present cases from which the student is supposed to draw the principle.

It is generally recognized that Harvard University's Law School and the Yale University School of Law are among the best in the nation. In both schools, law is taught primarily by the case I understand that basically

Harvard's Law School uses the

second method: the student is given an assignment in a case book and is supposed to figure out the principle. Harvard sticks close to the case method. Yale tries to show its students the relation of law to society by demonstrating how legal principles apply in the fields of the various social sciences. Here the first method is used: the principle is stated first

and then cases are given.

The text and lectures in Ec. 11 probably use the method used by Harvard.

This is to suggest that economics students might study more profitably if they attempt to see what principle is at work in "the lengthy dissertations which lose the student." There is a forest here, as well as trees. The question is why are they here, and how slid they

ROGER WAIT