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EASTERN PROGRESS

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 Business Manager J. E. Hall
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Eastern—"A Seedbed of Leadership"

In a national hookup radio broadcast on November 14, President Hoover praised the 600 small colleges of the land as the "seedbed" of American leadership.

This speech by the chief executive of the land was given under the auspices of the Liberal Arts Colleges Association.

While recognizing the part played by large universities, Mr. Hoover said the small colleges are important because of their emphasis upon spiritual and moral values and their understanding of community needs.

The President expressed hope that the Liberal Arts Colleges would be able to survive the tendency toward large educational units.

Dean Defends Modern Youth

"So far as capacity and seriousness are concerned, our young men are by no means in a class inferior to their fathers," declared Herbert E. Hawkes, dean of Columbia College, Columbia University, in an article in the editorial section of the Herald Tribune recently. The dean defended the college student of today from the accusations concerning drinking and lack of studiousness and of college spirit, which are continually launched at him by members of the older generation.

The dean said that those who criticize the present generation forget their own youth too easily, and that it is the immaturity of many of the undergraduates which, being conspicuous, strikes the observer first. This, however, presents only the least serious and least significant aspect of their make-up. The inability of youth in many cases to think constructively is traceable, he held, to the indifference which is so common in the world around them and in their own homes.

The main criticism that can be levelled at our youth, said the dean, is that they are not as alive to politics and international affairs as they might be.

National Book Week

The Progress wishes to add its commendation to the celebration which is being observed on this campus during the present week of November 15-21. This movement, known as National Book Week, is American in origin, nation-wide in observance, and international in importance of effect.

This is the thirteenth anniversary of Book Week, the first observance being launched in 1919 by the Booksellers and by the leaders of the Boy Scouts of America. The popularity of the movement, whose original purpose was to stimulate reading of good books by the Boy Scouts, caused the public libraries and the public schools to incorporate it into their programs. Today the movement receives an enormous amount of publicity, and is sponsored by various agencies in all parts of the United States. Book Week was the first of the numerous "weeks" now observed in this country to receive official recognition. Whether the other "weeks" that now fill the calendar are imitations of Book Week is debatable, but the fact remains that the current observance is in honor of a pioneer in a worthy movement.

The theme for this year is "Round the World in Books," with the purpose of promoting international friendship and understanding among readers. One can easily see how the reading of the literature of other countries combined with a better knowledge of our own may lead to a greater tolerance of and sympathy with the problems of other nations. In school the theme is linked to the perusal of ordinary textbook work if the teacher will take

the trouble to focus the pupils' attention on some of the international relations during class discussions. The impetus thus aroused may lead some student to further inquire into the nature of the situation by consulting various books on the subject in question. Thus the object of Book Week is accomplished.

The Progress congratulates Eastern upon the activity of her various organizations in commemorating this anniversary. It notes a genuine interest when one sees on the walls of many of the class rooms of the Training School and the Model High School so many artistic posters presenting the ideas of Book Week. The well-received chapel program given last Monday under the direction of the library staff demonstrated that books can be made intensely dramatic. The book reviews made by the members of the Canterbury Club at the assembly this morning revealed that the chapel program may, with profit, be given a literary note.

While primarily established as a commercial idea to promote the sale of books, the movement, in our mind, has the possibilities of being a great aid to the field of education, and we hope that next year will see an even more profitable celebration at Eastern.

"Central News" and Its Relation to the Eastern Progress

An interview with Dr. J. F. Dorris, department of history, who is a collector of many interesting historic relics, revealed a weekly journalistic publication just off the press Saturday, February 7, 1897, from old Central University, headed the "Central News."

Old Central University was the first institution of higher learning established in Richmond, and it was founded just a few years before the Civil War from endowments of the Presbyterian church. It grew to be one of the most prominent schools of the south, and after 1901 was changed into a part of Centre College, Danville, Ky., when the state of Kentucky took over the building which housed the school to establish Eastern Kentucky State Normal School. Old Central University was located in the recently renovated University building, and it became the nucleus of Eastern's present campus. Many of the glories of the past are being revived in a "History of Central University" by Dr. Dorris, a pamphlet which is now being written.

It remained until the year 1897 before the students of the old school organized a medium of publication for their college activities, but when their first newspaper appeared on that Saturday, February 7, 1897, it must have been a rival for all of the other publications of the state as the same as the Eastern Progress is today. It must have established a reputation for the then aspiring journalists who composed it, for within its pages nothing but the best of compositions characterized its make-up. It covered a broad field of school activities, as every college paper should, and it published only news which directly interested the student body. Of course its write-ups would not correspond with a type in modern journals, but the write-ups gave clear evidence of being true to their day.

The staff of the News was organized somewhat differently from that of our modern publication, the Progress, in that there did not appear as many departments and neither were there as many members, nor a set reportorial division as we have today, but from an editorial in that first publication of the Central News could be found several of the features outlined today as planks in the Progress Platform, which help to show the high standard carried by the predecessor of the publication which is now serving a student body triple that of the old University's, and which is today reckoned as the leading student publication of the K. I. P. A. The Eastern Progress yet holds up the example molded in that editorial of 1897 which reads:

"The Central News is issued for the benefit of the students of Central University. It is not published in the interest of any fraternity, of any society, or of any class or set of college men. It will be issued for all of the students; its columns will contain news about the students and news interesting to them, and it is hoped that the paper will be supported by them."

"Attention is called to the fact that, although there is a warm fraternity feeling among the students and excellent society spirit, there is but little true college spirit. It will be the aim of this paper to endeavor to make the students more interested in themselves as a whole, in their work, and in their own university, their Alma Mater."

"In order to make the new paper in reach of all, financially, the price of subscription has been placed very low. We would like to have every member of every class in college on our subscription books. We are interested in you and your work and hope you will find the Central News pleasing and beneficial."

KAMPUS KAPERS

BY TURLEY



NATIONAL EDUCATION

(Continued from Page 1)

Topics. These topics are chosen by joint committee of the American Legion, the United States Department of Education and the N. E. A. They are adapted by the states, cities, and communities to their special needs.

What is the purpose of a National Education Week? The underlying purpose of all advertising is to make the people want the commodity advertised. This then is the underlying motive for the advertising campaign during education week; to make the people want the commodity advertised, namely, education.

It is the purpose of this week to interpret for the public the aims, needs and achievements of the schools. An observation of this nature draws the school and community closer together. The schools are close to the hearts of the people. They make the people one. They are the unifying force in America. The schools bind us to a common purpose and promote love of country in every generation. During this week the people of the entire nation focus their attention on the schools. This week helps the patron and the citizen to understand the school. Without this understanding, appreciation and cooperation no real progress can be made.

The theme for discussion this year is what the schools are helping America to achieve. There is a different topic for each day in the week. From these we have chosen citizenship, because we feel that it is one of the most important and that it needs stressing.

Thomas R. Marshall said, "We are not building permanently unless the youth of our land are made fully acquainted with the meaning of American Citizenship."

How are the schools helping to develop good citizenship? First, by making the school a little democracy in whose interests all have activities and a share. Second, by helping the child understand the needs of people and how these needs are served by the government. Third, by arousing the interest of youth in the record of human progress. Fourth, by teaching facts about voting and holding office. Fifth, by attention to current social and economic problems and their solution. Sixth, by helping young people to understand the spirit of fairness, justice, endeavor, and goodwill with which all controversial problems should be approached. Seventh, by developing an appreciation of and loyalty to the principles underlying an American democratic government.

George Washington once said, "A popular government without popular information or means of acquiring it is but a prologue to a farce or tragedy."

Thus we can readily see how important it is for the child to receive proper training in citizenship.

With what is good citizenship concerned? Many times we think of it as civic duties. But good citizenship is not concerned with political obligations alone, but with all of one's human and social relations. It is these characteristics of good citizenship, dealing with our human and social relations that we wish to bring to you this morning. They will be discussed in four topics—

Physical Traits, by Dora Hancock.

Knowledge and Skill, by Mrs. Fairchild.

Vocational Guidance, by Albert W. Crumbaugh.

Social Qualities, by Margaret Brock.

It is upon these characteristics of good citizenship that emphasis should be placed in the public schools.

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