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**VARIOUS ENGINEERING
COURSES AT NEBRASKA**

**Electrical Engineer Receives Broad
Training—Prepares Students For
Future Work**

The Electrical Engineering Course at the University of Nebraska, undertakes to give to the student the broad training in this line which is necessary for a continued growth after leaving school. As a consequence, the curriculum includes very substantial work in mathematics, physics, chemistry and applied mechanics, and these subjects are effectively associated with steam engineering, hydraulics, etc., in class recitations and in laboratory practice. Into this is built the structure of the specific requirements of those who expect to follow electrical engineering as a life work. This encompasses both theory and practice in direct-current and alternating-current circuits and apparatus. Electrical laboratory work is required thru three and one-half semesters.

The changes which lately have been made in the course of study and the additions made to laboratory equipment have had in mind provision for more extended work in these fundamentals, fewer requirements but greater freedom in the choice of technical electives and the possible election of courses in economics, business, etc.

This is the outcome of the recognition of the fact that the field open to well prepared electrical engineering students is widening rapidly. Manufacturing, design, operation, research and invention are not the elementary things of a few years ago. They have become complex and abstruse and require as well as repay much effort and study.

For example the importance of the questions which are arising in the field of public utilities is ever-increasing. Moreover, this type of service is peculiarly the province of the trained electrical engineer. The telephone, the telegraph, public and private lighting, local railway service, power distribution, all call for expert knowledge and are crowding all competitors out of the field. The problems of their organization, extension and administration are questions of public policy. They must be settled in fairness to corporation and to public. Their solution must be brought about by experts with engineering training and an intimate knowledge of economic principles.

There never has opened a greater field for the engineer than that of the public service of tomorrow. It utilizes every minute of his previous experience, every iota of his knowledge; it demands the most discriminating judgment, every ounce of his enthusiasm, every inch of breadth, the highest degree of tact and every joule of his energy.

PROF. O. J. FERGUSON.

**AGRICULTURAL COURSE
MADE GREAT PROGRESS**

**Has Proven That There is a Demand
For Such Work—Three Great
Fields For Graduates**

In all educational institutions, there is the danger of imaginative professors putting in courses which have only a temporary value. Such professors must always be watched with more or less care for fear that they will load up their departments with unnecessary and unimportant work.

A few years ago, when departments of agricultural engineering were becoming organized, this work was looked upon with the same suspicion, that the work of such imaginative professors is watched, as is mentioned above.

Agricultural engineering has passed through this stage and has proven that there is a demand for such work. It is true that the whole field of agricultural engineering, excepting that

of rural architecture and farm machinery might be covered in other engineering groups; that is, farm motors might be handled in a mechanical engineering group; irrigation, drainage and highways, in a civil engineering group; and the other lines could likewise be distributed. However, this is not a practical method of handling the work, for where is the farmer or the community of farmers who have a small lighting proposition, a small architectural proposition, a small power proposition, a small drainage proposition or a small heating proposition that would care to send into the city for a consulting engineer to consider each one of the above propositions independently when he could send to the city for an agricultural engineer who would come out and handle all of them for him collectively?

As another verification of the fact that the field for the agricultural engineer is permanent, consider the four institutions in the United States which are now offering degrees in this work and the twenty or twenty-five institutions or more which are teaching farm mechanics under that head or under the head of agricultural engineering.

There are three great fields for agricultural engineers which do not overlap in the least upon the fields of other engineering professions—the teaching field, which at present demands the greatest number of the graduates in this line of work, the county or community engineer; and the rural community commercial engineer. The county or community engineer would fill the position of county highway engineer, county surveyor and could carry a side line of consulting work for the rural community. The rural, commercial engineer would carry a line of equipment such as farm machinery, farm motors, heating systems, water system supplies, and so on, and at the same time he could do advisory work relative to engineering problems as applied to rural communities and villages. The last field, no doubt, would be one of the most independent and yet be a good opportunity for any one to enter who is commercially inclined. It will not be many years until every county seat will have such a commercial company which will be handled by technical graduates, or by men who are now in the commercial field and have the

foresight to see the opportunities of such a proposition.

PROF. L. W. CHASE.

Tommy: "I want another box of those pills like I got for mother yesterday."

Druggist: "Did your mother say they were good?"

Tommy: "No, but they just fit my air gun."—Spectator.

**ENGINEERS SHOW
LIKING FOR DRILL**

**Sixteen of the Military Officers Are
Registered in the Engineering
College**

Engineering students show a special liking for drill. The records in Commandant Parker's office at the university show that of the thirty-seven officers in the cadet regiment, sixteen of them are students in the engineering

college. Four colleges are represented, law, agriculture, engineering, and arts and science. Out of twenty-two sergeants, eleven are engineers. This proportion is said to hold true for all non-commissioned officers. Colonel Fowler said yesterday that most of the officers are third and fourth year students who are drilling of their own free will. "The fact that the engineers are so ready to drill shows that they realize the value of military training," said the colonel. "I suppose that it is the mechanics of the company drill that appeals to them."

Praise to the Modest
We're modest as a violet;
We wouldn't stoop to brag,
But we'd like to whisper just one word
In our issue of the Rag.

We can't state it as a lawyer would—
In eloquence we're lame,
But did you note, the twenty-first,
We played some game?

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