

## SUMMER NEBRASKAN

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### WHAT'S THE CHANCES?

One in 41,250 is said to be the chance which a man with only an elementary education has for success in the world. By the acquiring of a college training, statisticians claim this is increased to 1 in 172. The college graduate has 239 chances to the uneducated man's one. Just how accurate these figures are cannot be definitely ascertained, but it is undoubtedly true that they bear much weight.

Opponents of education frequently assert that statisticians quoting such figures do not know what they are talking about. And, to prove their point, they will start telling of "John Jones and Isaac Smith, who never went above the eighth grade and they are worth a million".

True, but are John Jones and Isaac Smith successes? Are they the men who have done great things, who have done things for the country and the world, or are they the men who have accumulated money through more or less lucky investments which have made them rich only because of other men's genius?

There are hundreds of farmers in Nebraska who are worth hundreds of thousands of dollars but cannot write their own name. They are not successes. They are rich men as the result of other men's efforts. Had it not been for such men as John McCormick and the inventors of other farm machinery what would they be worth? The money they have made through the rise in farm values would not be much. Their farm and farm products would be worth little were there no railways, no good highways, etc.

They are NOT successes. They have merely accumulated wealth. The successful man is not necessarily the rich man. The successful man is the man who does things: who really justifies the interest society has taken in him; who really leaves something by which he may be remembered. He may own no more than a house, or, maybe not that much, but he may leave a scientific discovery that will save lives or greatly increase the world's industries. Yet, in the eyes of some narrow minded people, he would not be a success. He had not made a million.

One in 41,250 sounds small. But it is to be doubted if it is small enough. When one looks over the hordes of uneducated men digging ditches, running trucks, handling freight, and doing the heavy work of the country one wonders if there is one in 59,900 who really is successful.

And one in 172: how big that sounds. It means that out of every 172 men universities and colleges give to the world, one of them will be successful; one of them will leave something for which the world may be proud; one of them will fully justify the educational opportunities

he has had. That does not take in social standing, but only service to humanity.

But one in 172 is not the number of men who are successful. That proportion, when spread throughout the masses, would dwindle down to probably one in 35,000 among all men. And one in 35,000, less than 3,000 men in the entire United States successful; is that a high enough proportion to maintain? It is NOT. More men can secure educational advantages and at a premium. No longer is there an excuse for any one. And those who have the opportunity thrust before them should realize that they have one chance in some 30,000 to become successful. Not much, but sufficient, it is up to the university men to deliver.

### EXAMINATION PUZZLES

Some instructors seem to take great pride in asking on examination, questions which they probably regard as clever tests of the student's mental alertness and interest in the course. These questions, if not totally irrelevant as far as the course is concerned, are of small significance and absurd as tests of the student's worthiness to be given university credit.

Many times questions are meant to puzzle the student and, in the mind of the instructor, to make him think. They do not in this case test his knowledge, but test his ability at solving puzzles, and since few courses in the university are for puzzle solving they do not serve the function of examination questions.

Another type of questions which not infrequently appears on examinations is that which stresses some superficial point which has been made but which is of no relative importance. The instructor will argue that the possibility of such a question being asked will keep the student alert. But if such a question causes a student, who has mastered the course in its essentials to fail, it has worked an injustice on the student, has filled him with bitter resentment toward the instructor and often toward the school.

The primary purpose of going to college is to acquire knowledge and the knowledge during a course is not altered by the questions asked on the examination. But a failure to get credit for this knowledge will discourage the student and deter, if not prevent, his continuation. The instructor who thinks he is zealously guarding the dispensation of credit by the University by failing more students and using devices to do so should remember that he is apt to work far more aggregate injury than good.—Indiana Daily Student.

## MAY BRANCH OUT TO EIGHT TEAMS

Interest in Baseball Booms and More Squads May Be Organized Soon

Interest in baseball at the summer school took such a decided boom following the game Thursday evening that organization of several more teams seems probable. A regular schedule has been arranged for the four teams already in the league but no restrictions will be made to the other squads wishing to enter the competition.

The number of teams which will be added to the schedule will depend much on the number of additional men who wish to play. The College Book Store is considering the pros-

pects of entering a team in the league and should they and one more group organize nines, the original objective of six teams would be reached. Such a league would lend keener competition and would increase the brand of baseball shown, it is believed.

That the summer school men have good baseball talent among them was proven in the Thursday fray. While the game was filled with errors, spurts and fast plays at several points bore witness to the fact that a good brand of the sport will be shown when the teams have played together a few times. Few of the men in the Thursday contest have wielded a bat or held down a position for a long time and that fact accounted for much of the poor play.

### FRANKFURTER PLACED IN ANTI-AIRCRAFT SERVICE

Professor C. J. Frankfurter has been transferred from the chemical warfare service to the anti-aircraft section coast artillery. He expects to be sent to training camp, probably at Fort Des Moines with the 89th division of officers reserve. His duties will be instructor in infantry and C. W. S. He will return to the university in the fall.

Professor Frankfurter and his assistants have been in charge of the sewage disposal question in the city of Fremont. This work is a result of a law suit. He has been assisted by former Dean Stout of the college of engineering, and Mr. Jensen and Mr. Sly, student assistants in chemistry at the university who have been assisting at Nebraska.

### LATOWSKY OFF TO NATIONAL MEETING

(Continued from page 1)  
Nebraska Zeta chapter was installed in 1914 by Prof. E. Martin, through whose efforts a chapter was obtained. It now has an alumni roll of 100 and an active

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