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FOR THIS ISSUE.
Night Editor—Charles A. Mitchell
William Card—Assistant Night Editor

Interest in University Night has taken another leap with the announcement of the wonderful prizes to be awarded from the stage for the correct answer to the "Black Cat Puzzle". We think the prize should go to the cartoonist who drew the cat.

To learn the qualifications of each candidate in the elections should be our aim between now and Tuesday. The places to be filled are responsible ones. A clear distinction should be made between the qualifications needed for a position as class president and a position on the Publication Board.

Members of the Publication Board will have a large part in the selection of the students to guide the Nebraskan and the Cornhusker for next year. The importance of this to the whole school will easily be seen and no snap judgments should be exercised at the polls on February 20.

The alumni Association deserves the hearty backing of the students in its efforts to make Charter Day—the anniversary of the founding of the University—remembered by alumni over the state and, as far as possible, over the world. In days past, Charter Day was celebrated as a University holiday but in recent years not much interest has been shown as February 15 drew near.

The Alumni Association plans a special radio program which is to be broadcast to Nebraska alumni far and wide—from the classes of the '70's to the classes of the 1920's. In the future, the local alumni associations will each have a meeting on Charter Day and elect officers for the coming year—starting a new twelve-month cycle at the same time as the University itself.

The closing lines of the address of the Chancellor to the alumni last evening must point the way of the future for Nebraska: "The University of Nebraska will continue to progress with the state, and with support of the people, will maintain its position as one of the great intellectual centers of this fundamentally prosperous and fortunate section of the world."

Last summer a group of American college men representing all of the universities in the United States made an extensive tour of Europe for the purpose of studying the conditions of European students and schools, and with the plan of exchanging ideas and opinions. During their tour from June to September they were received with every degree of hospitality and extended every welcome that was possible under sometimes almost impossible conditions. Germany, Russia, Poland and all of the other countries were alike in that they each tried to surpass the other in the reception of this American Student Party. What was the result of the tour? Not only did the students of the party see and learn the existing conditions first hand, not only did they become farther sighted in international vision; but they returned to the United States leaving behind them in every country visited, a more understanding people, a more internationally sympathetic humanity. In this manner America and American feelings were carried with success to Europe who returned Europe and European sentiments.

Medical science has taught us that it is possible and often necessary to transfer the blood of one person into another. In such an operation the person giving the blood loses nothing eventually while the receiver is greatly benefitted. In like manner the science of international relations teaches us today that each country must by sacrificing a little temporarily for the immediate good of another country, transfuse the "blood" or the sympathies and ideas of the one country into

another, with the result of material permanent good to both.

The national and international anatomy has no more vital organ necessary for the beating of the heart, than the red blooded, active artery of youth. Obviously therefore, the most desirable means of keeping the international heart pulsating in a steady, strong manner, is to keep this "youth artery" full of red-blooded, unprejudiced exchange ideas.

Nebraska students have for the past three days been changing ideas with and receiving thought from three European students recently arrived from the continent, and touring the United States for the purpose of learning of our problems of our activities and interests, and to exchange for them, first hand knowledge of conditions and interests in European countries. Did you Nebraska students do your share in extending a welcome to these visitors? Did you take your part in the worthwhile progressive meetings?

Europe could never in any way be distinctly American. America could never in any measure be distinctly European. Our ideals and ideas could never clearly coincide with European thought and ideas, but because of this must we disregard foreign pulse beats? Shall we, because a man is different from us in race, in training and in thought, disregard his activities; neglect his world? Doing this we should soon become a sadly centered people lacking the broad free views that make for an American. Considering these facts we may hope that these students and their opinions were received at Nebraska in a broad, open-minded fashion.

Following the speeches of these men always opportunity was given for questions and comments. During these periods Nebraska spirit and Nebraska thought soon asserted itself. The fact that Nebraska students did assert themselves both for and against various statements and ideas of the speakers is not indicative of the fact that we are centered solely in the limits of our schools, but that Nebraska thought is blending with the world's international sympathies, and in the world's attempt to solve international problems confronting it today.

Let us at Nebraska continue to feel ourselves as a vital part of the world's progress. Let us continue to make ourselves an active member of the world to face its problems and to reap its triumphs.

With the departure of these three European guests we are left with new thoughts, and new appreciations of Europe and her problems. Roest, the student from Holland, took the names of interested students from the Universities he visited with the thought of getting them into active communication with each other in the exchange of ideas on international problems. Here is a chance for YOU—Nebraska student—to keep in active touch with modern world problems, to get the opinions of a mass of minds, and to be one of an active group of thinkers.

Notices

(Notices of general interest will be printed in this column for two consecutive days. Copy should be in the Nebraskan office by five o'clock.)

Silver Serpent.
Regular meeting of Silver Serpent, Friday, February 16, Ellen Smith hall, 5:00.

Practical Idealism
All students interested in this movement or in solving present day problems through serious thought and earnest effort, and who therefore like to exchange ideas with like students of other universities, here and abroad, please sign name on paper posted on Library and on Social Science bulletin boards.

Iron Sphinx
A copy of the Iron Sphinx picture is now in the student activities office. All Sphinx who wish copies of the picture may leave their orders there.

Calendar

Friday, February 16.
Palladian open meeting, Palladium hall.
Delta Chi formal, Lincoln hotel.
Alpha Chi Omega house dance.
Alpha Delta Pi house dance.
Farm House house dance.

Saturday, February 17.
University Night, Orpheum theatre
Phi Delta Theta formal, Lincoln hotel.

Mrs. A. J. Hennings, grand president of Alpha Omicron Pi, left Thursday afternoon for Omaha and Minneapolis, after a visit with the Alpha Omicron Pi chapter of the University of Nebraska. She was the guest of the Omaha Alumnae Chapter Thursday evening for dinner, and left for Minneapolis, where she is to be the guest of the Minnesota chapter of the sorority.

ARE AMERICAN STUDENTS AS SERIOUS IN THEIR WORK AS THOSE OF EUROPE
(Continued from Page 1)

of tradition and a different historical background. "School life there has always been a serious matter. Because our students in European countries have the opportunity to attend university, those that do attend appreciate more keenly their advantages. In America, social life and other activities are more strongly stressed than in Europe, but this is due to the frontier spirit here which likes the man that does things. The trouble with many Europeans, however, is that they judge American students subjectively—regard them from the point of view of a European background—and do not see the facts as they are."

Professor Jones said his experience had been under pre-war conditions and that he had no authoritative information with regard to the present standards of European students. "Before the war, however," Professor Jones asserted, "the European students, especially the English and the German, were much given to sports and duelling. Taking the European students as a whole, I don't believe they are any more serious than our students here. Before the war, the majority of European students made no pretense to study. The great body of them went, or did not go to lectures, just as they liked."

Professor Fling, in reply to the question, declared:

"The difference of university life on the continent and here is so profound that one must go through it to understand it. German universities are not colleges. College work there is taken up in their secondary schools. Much higher standards are maintained in German secondary schools than in our high schools. Before the war, the instructors were required to have a doctor's degree and to pass a state examination before they could teach in a gymnasium. German students when they entered university were much better equipped than our freshmen are who enter from high school. American students are nowhere subjected to the stiff discipline that obtains in European secondary schools. The immaturity and ignorance of our students here is astounding. Their inability to do real work

and to think for themselves is distressing. However, I do not believe that the advantage possessed by the European student—his taking himself seriously—is due to a difference of ability. It is due to a difference in preparation."

The last man to whom we put the question was Chancellor Avery. He said that his experience with German universities had been gained twenty-five or thirty years ago. At that time, he said, the German students spent their first year doing nothing—"recovering" from the severe discipline they had been subjected to in their secondary schools. "If we had the hilarity and frivolity here in University of Nebraska that were common in Heidelberg twenty-five years ago," the chancellor declared, "the Legislature would put us out of business. There was a common tendency there to take things easy until the final examination at the end of the university course, and in a herculean effort to prepare themselves for this, the students would do some terrific cramming. Here, our students don't get to wait till the time for receiving a degree before they are checked up on, we send them home at the mid-semester examinations. I think on an average our students are more nearly representative. They are not so profoundly learned, nor are they so profoundly frivolous as the European students whom I knew."

Well, there's the evidence. Are we American students as serious as European students? We agree, with Mrs. Malaprop, that "comparisons

Specials for Saturday and Sunday Evenings

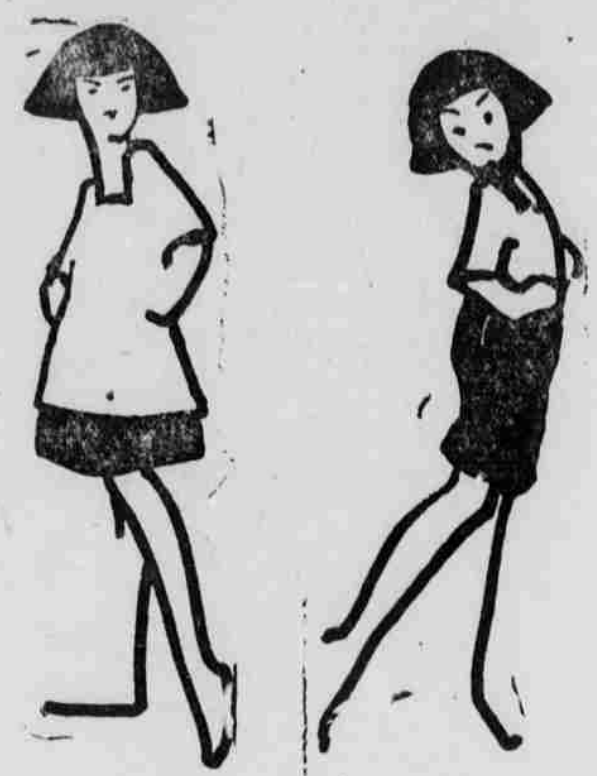
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Hot Chocolate
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are odious," but after all our labors, we seem to have settled nothing. It was much easier to put our hands on the table and call back the spectral question than it has been to ourselves.



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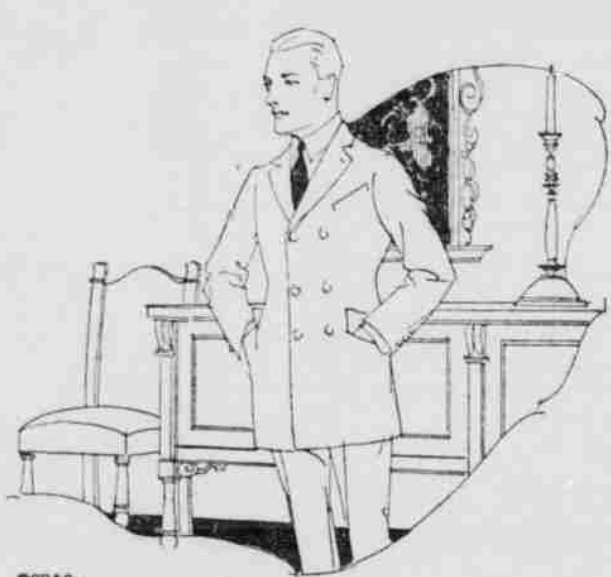
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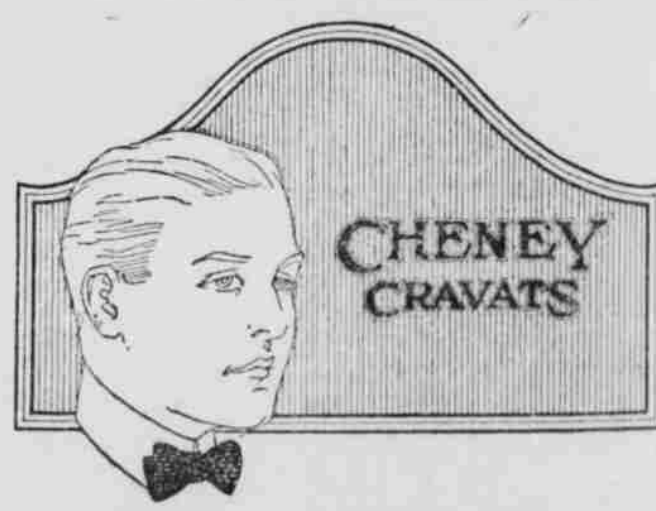


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