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"A WORD TO THE WISE"

When over five-thousand students from all parts of this state, and many others, gathered in classrooms yesterday for the beginning of another school year at the University of Nebraska, two distinct groups were attending the institution. Some two thousand students returned this fall with a definite conception in their minds of what the University expected of them in the future, as judged by their previous experience here.

Most of the others, numbering over three thousand, according to figures from the registrar's office, were entering a new and strange world. Registration in the Coliseum had shown them none of the better points of a University education, nor did the first day of school, in all probability.

Acting-Chancellor E. A. Burnett, has summed up this problem concisely and accurately in a statement, directed primarily to new students, and to all those registered in this institution:

"The University is opening for a new year with increased registration. We welcome those who come back to us for further study. To the new student college means new adjustments, new friendships, and a whole new order of life.

"We suggest that in a University education is the primary purpose. The student may rub elbows with the great ideas of the past and the present. He may experience the thrill which comes with the knowledge that he has acquired new power and enlarged the horizon of his life through new sources of information. College ought to be a great adventure with new achievements continually in the background.

"The rules are simple,—adequate preparation with native capacity, diligence, desire, definiteness, and high moral purpose with no turning aside after excessive social life.

"The price is not too great to pay for such achievement which all may share in part and a few in abundant measure."

E. A. BURNETT, Acting Chancellor.

This statement is not merely a message of welcome for students to read in the "in one ear and out the other" fashion. It contains truths and principles, which, if adhered to, will not only improve the individual students, but also the scholarship and moral reputation of the University.

A mind reader would be very appropriate at the beginning of a University career. If the few students who will undoubtedly not heed the Chancellor's words could only see themselves appearing before the scholarship committee, the Dean of Student Affairs, or the Dean of Women in the near future, they would keep these little messages in mind with a marked degree of accuracy.

NO PROMISES

In the past ten years numerous and varied editors of The Daily Nebraskan have made assertions in their opening editorials regarding the policies of this paper for the semester to follow. Some of the extremely ambitious ones presented elaborate plans to the student body: reforms which would improve the student personnel of this institution; methods of eradicating undemocratic standards, unjust treatment from the faculty, undue emphasis of athletics and activities over scholarship, student ownership of automobiles, the wearing of green caps, and what not.

To properly settle these troublesome collegiate problems is undoubtedly the duty of the editor. But how many of these editors settled the questions they raised? A few.

Perhaps the weight upon their shoulders as the semester progressed caused them to forget their promises. Perhaps when they dabbled in public opinion sufficiently to understand its mechanism, they gave up in despair. They may have been disgusted. Whatever the reason, the outcome was always the same—the questions were expounded at great length and evaded later with equal skill.

There will be no evasion this semester, for no promises will be made to evade. Questions will undoubtedly arise for the editor to ponder over, struggle with, and settle. In fact, some indignant and not altogether ignorant freshman has already seen something wrong with his school, and aired his sentiments farther down in this column.

Although it is rather peculiar for criticisms to come from one so young, it marks the beginning of what will probably be a stormy semester. It is for the students to raise the questions and problems which they wish settled. The editor may talk about several

problems for a month without success, if he does not pick the pertinent questions in the students' minds at the present time.

So the editor will sit back in his deeply cushioned (?) chair and await the onslaught of public opinion in the University of Nebraska. If the students are not interested enough in this institution to want to better it, they will not be interested in the boresome attempt of a college editor to drum up a little sentiment.

Perhaps this does not make as grand an entrance into the editorial world as one of these "bigger and better University" editorials, but when the semester is nearly over, it is hoped that the things which have been attempted will also have been accomplished.

Several interesting developments in the scholarship report for last year appear in today's issue of The Daily Nebraskan. For instance:

1. Sigma Chi raised its standing from thirty-eighth place out of thirty-eight chances during the first semester of last year to thirty-seventh place the second semester. Omega Beta Pi beat them out for the cellar position.

2. Pi Beta Phi had the highest scholastic rating of any organization on the campus the second semester of last year, and Sigma Delta Tau during the first semester.

3. Chi Omega climbed out of the cellar position for sororities during the first semester to eighth place for the second semester, surrendering their previous position to Gamma Phi Beta.

4. Sigma Alpha Epsilon was at least consistent, placing twenty-sixth for both semesters.

5. Alpha Chi Sigma fraternity and Farm House held first and second places respectively for both semesters.

6. Zeta Beta Tau took a deathly drop from third place the first semester to thirty-sixth out of thirty-eight fraternities during the second term.

The Soap Box
 with apologies

Daily Nebraskan readers are cordially invited to contribute articles to this column, subject only to the common rules of newspaper practice. In this day of democracy and free speech, the term "Soap Box" is not considered an insulting term when applied to student opinions, at least, not in this paper.

Being a freshman is the delightful, or at least one of the delightful states of mind that come once in a lifetime. Any normal boy who has never gone through a "rush week" has missed one of the biggest thrills it is possible to experience.

There was only one black mark on the slate. What I mean to infer is that one thing took a great deal of the thrill out of it for me. I am speaking personally, but the things I experienced are the same for every freshman. That blot on the landscape which I refer to is UNFAIR RUSHING. It is foolish to overlook this business of bad rushing. It is a situation that exists, and the only way that it may be remedied is to look at it squarely, with the idea in mind of bettering the condition.

I will endeavor to show the "what, why, who, and where" of dirty rushing. Never having been rushed by sororities (presumably on account of my sex) I will not deal with sorority rushing, but will take up the "what's" of fraternity dirty rushing.

First, in order comes "what"? Well, I refer to "sessions" mainly. Everyone undoubtedly knows the meaning of "sessions", but I will try to explain it any way. My experience with the above mentioned perspiration period will stay in my mind for a long time, and certainly makes me think a great deal less of the fraternity who indulged in this mode of entertainment, with the purpose in mind of getting me to pledge. The common session usually takes place either on the third floor in the house, or in the basement. The favorite atmosphere is a smoke-filled room. The rushee is cornered and taken up or down to the battle-ground. He is placed in a chair, and one by one, with grim visages, the upper-classes file in. Half the delegation starts to file their finger-nails, giving the rushee that unbalanced feeling. When this emotion is plainly detected in the patient, it is increased by the other half who scratch the window-panes with their finger nails.

You can imagine the state of mind that the rushee is in, and the bad effect. If he takes the button, he will always remember the way in which it was forced upon him, and hence will never be really happy in that fraternity which had to resort to poor sportsmanship to pledge him. If he does not pledge, he will always remember the session, and think less of the fraternity who subjected him to it throughout his entire University career.

Now we have the "why". Why do fraternities resort to this practice? The reason is very evident. They use these methods as a last resort to pledge someone whom they cannot get otherwise. In other words, they can force someone to pledge against his will. It takes away all the pleasure of rush week for the rushee, but that is a minor evil. It puts him in surroundings that are not agreeable to him, and in these surroundings he must spend the rest of his University career. That's "Why".

"Who"? Not a popular song hit, or a mystery story, but just plain—"who does it?" I feel quite free to answer this by saying that only the poorer class of fraternities indulge in this sort of rushing. You say "most of them do"—in which case I should say that most of them are of the poorer class. It is selfish in the fraternity to endeavor to force a freshman to live in surroundings that are not harmonious with his feelings. Only a poor class of fraternity would do this. That's "Who."

I slipped up on myself a little by telling "where" in the first spasm. That still goes.

In concluding I wish to state that the sooner this kind of rushing is eliminated from the indoor sports of fraternities, the better off everyone will be, and the less complaints will be registered about fraternities in general.

BTM
 A FRESHMAN.

Hochdoerfer who is on leave.
 History: John L. LaMonte, instructor in European history.
 Miss Mason in Home Ec
 Home Economics: Mary Mason, instructor; Gladys C. Ruby, instructor in Textiles and Clothing, replacing Miss Faust; Evelyn J. Metzger, assistant professor of Design, replacing Edna Benson; Gladys P. Winegar, instructor in Textiles and Clothing, replacing Miss Rutherford who is absent on leave; Mrs. Edna Brenner Snyder, research assistant.
 Horticulture: Warren W. Yocum, instructor, replacing F. M. Coe; G. H. Starr, assistant, replacing Rufus H. Moore.
 Law: Sheldon Tefft, assistant professor, replacing E. M. Dodd, jr.

Cataloger Added
 Library: Ruth Balch, head cataloger, replacing Marjorie Bowers; Jacob H. Gable, jr., assistant in serial department, replacing Roscoe Schaupp.
 Mathematics: Chester C. Camp, associate professor; Richard Warner, R. A. Clark, Albert G. Swanson, Gladys W. Baldwin, half time assistants; Alexander P. Maslow, instructor.
 Mechanical Engineering: Paul A. Cushman, associate professor, replacing L. S. Eaton.
 Many in Medicine
 Medicine, College of: Carleton B. Pierce, assistant professor of Roentgenology and Physiotherapy; Mrs. Alice Amen Heinz, instructor in Obstetrical Nursing; Harold W. Mantor, pre-med advisor; Louis J. Frank, resident physician in Pathology; Helen Almy, medical social worker; Adaline N. Jones, secretary to the dean.

Nebraska School of Agriculture (Curtis): Elizabeth Schaff, instructor in Home Economics; Burton F. Kiltz, Agronomist.
 Philosophy: John W. Hilton, acting instructor; Skriver Nielsen and Catherine McWhinnie, scholars.
 Physical Education for Men: Chester Carkoski, assistant coach at Agricultural College, replacing Walter Kriemelmeyer.

Phy Ed Department
 Physical Education for Women: Beatrice Richardson, instructor, replacing Marion E. Russell; Don Hale, graduate assistant; Henry E. Stauss, instructor, replacing Henry Morgan; Everett W. Thacher, instructor, replacing Maurice J. Brevoort.
 Plant Pathology: Harold W. Foster, graduate assistant.
 Political Science: Charles M. Kneier, assistant professor; Gordon D. Shipman and George Bowers, Fellows; Lawrence L. Durisch, scholar.
 Dean of Student Affairs: T. J. Thompson, dean; Ruth Ona Jackson, secretary.
 Sociology: Ada MacLean Barker, instructor; Agnes E. Herrick, assistant instructor.
Teachers High School
 Teachers College High School: W. H. Morton, principal and director of Teacher Training, replacing C. W. Taylor; P. G. Johnson, assistant supervisor of sciences, replacing Ralph W. Tyler; Mirth W. Sherer, supervisor of History, replacing Ona Wagner; W. H. Steinbach, assistant to carry part of work of A. R. Congdon who is absent on leave.

report informed the trained staff that concerning the tests of students in subject matter the advanced course scored 18.73 out of a possible nineteen points. In regard to appearance, discipline, courtesy, and formal ceremonies, the squad totaled 7.02 marks out of the complete eight. The general physical condition and physical training part of the inspection netted 1.82 of the two possible to obtain.

During the summer vacation, many of the junior cadet officers attended camp at Fort Crook, Nebraska. Specialized instruction at the hands of army officers filled their time while at the camp.

The high rating granted the Cadet Corp of Nebraska was a well-deserved honor and both the cadets and officers plan on keeping it here for an indefinite time.

FORMER ASSISTANTS TEACH

Harding and Paine Now Teaching in Eastern Institutions

Two former assistants in the geography department will teach this year. George E. Harding, granted a masters degree by the university in 1926, taught during the summer at the Sam Houston State Teachers College at Huntsville, Texas, and has gone to California, Pa., to become professor of geography at the Pennsylvania State Teachers College. Le-land S. Paine will continue to teach geography at the Illinois State Teachers College, Normal, Illinois, where he taught during the summer session.


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LARGE NUMBER IS ADDED TO FACULTY

(Continued from Page 1)

scholar at Oxford, who returned this spring after four years in the English University is taking the place of Prof. E. M. Dodd in the Law college.

Dr. Walter J. Himmel of St. Paul, has been elected assistant professor in botany to take the place of Paul B. Sears who resigned last spring. Two new names appear in the roster of the chemistry department, Dr. William H. Adolph replacing C. S. Hamilton who accepted a post at Northwestern University and Harold M. Harshaw who replaces Dr. T. J. Thompson, now dean. Doctor Thompson's duties as pre-med advisor have been taken over by Harold W. Hamilton.

Doctor Warren's Courses
 Dr. D. A. Worcester has been

made an associate professor in educational psychology and measurements. John L. LaMonte has been added to the staff of instructors in European history.

The complete list of faculty changes for the year to date follows:

Agricultural Botany: Carl E. Rosengquist, instructor.
 Agricultural Engineering: E. B. Lewis, research engineer.
 Biochemistry: B. A. Schatzillo, research fellow.
 Botany: Dr. Walter J. Himmel, assistant professor, taking place of Paul B. Sears.
 Business Administration
 Business Administration: Katherine M. Krotter, secretary to the dean; Victor Z. Brink, assistant instructor in accounting, replacing H. A. Heath; Arthur H. Croft, Elizabeth E. Fenimore, and Richard C. Brown, scholars in business research.
 Chemistry: Dr. William H. Adolph, associate professor, replacing C. S.

Hamilton; Harold M. Harshaw, instructor, replacing T. J. Thompson.
 Classics: Clarence G. Lowe, associate professor and acting chairman replacing J. A. Rice, jr.; C. A. Forbes, instructor, replacing F. C. Harwood.
 Education, History and Principles of: Nancy Lee Farley, instructor, replacing G. W. Rosenlof.
 Educational Psychology and Measurements: Dr. D. A. Worcester, associate professor.
 Miss Syford in English
 English: Constance M. Syford, instructor; Wilbur Gaffney, assistant; Roland L. Loos and John C. Major, scholars.
 Geology and Geography: Alvin L. Lugin, instructor, replacing Henry Nedon; Albert LaFleur, associate professor, replacing N. A. Bengston, who was granted leave of absent the first semester.
 Germanic languages: Miss E. A. Neinhart, instructor, replacing Miss

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(Continued from Page 1)
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