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### SEEKING THE MISSING LINK

Jack Work has had English 1 and 2. He has memorized enough rules and vocabularies to secure the necessary sixteen hours of French to satisfy the foreign language requirement of the College of Arts and Sciences in which he is a senior. He has had a few history courses and several hours of political science.

Unabashed by fearful reports of several Joe Colleges ahead of him, he took both mathematics and philosophy, despite the arts college requirement of but one or the other. And early in his course, he muddled through his science requirement. Since then he has been completing work on his major and minor, and filling his extra time with electives under teachers he considered strong.

Jack Work is, in other words, the typical arts college student. Sometimes mistaken for Joe College by his appearance or his activity, mixing with a few Joe Colleges in every class, he is seriously trying to get a broad education, a background of understanding. He is seeking the inspiration that enlivens the educated leader's mentality. He is working for the vision that enriches the cultured mind. He is striving for acquaintance with the true and the beautiful, as a basis for successful endeavor and adequate enjoyment of the results of such endeavor.

But in common with about 2,000 other students in the College of Arts and Sciences, Jack Work is experiencing difficulty in molding a suitable course. He is finding that catalogs and course numbers, necessary as they are to a modern state university, do not make an education. He realizes he has had a lot of courses valuable in themselves. But he feels the need of some synthesizing agency to help him relate his courses to each other in rounding out his educational development.

He is facing the same problem that has been bothering educators throughout the country, that of making an educational whole out of an arts college course. And in common with other thinking students of the College of Arts and Sciences, first and still the largest of the University's colleges, he is asking that attention be given to the problem, that efforts to find a remedy for the lack of course coordination be continued.

NOVEMBER 9, 1929

One year from today is Saturday—and the Cornhuskers will probably play football.

In the announcement of the 1929 Cornhusker schedule, nothing is listed between Kansas on November 2, and Oklahoma on November 16. The date, November 9, is conspicuous by its absence.

Similar to Coolidge's choosing to run statement, Husker followers are busy picking the 1929 slate to pieces and puzzling over the fact that Saturday, November 9, is not scheduled, nor is it an open date. Neither is it probable that this date, in the middle of the season, will be left unscheduled.

When Herb Gish returned from his trip east he refused to give reporters any definite information about the 1929 schedule, but he promised that he would have "some surprises." One of them, S. M. U., he has shared with the public. But mystery shrouds November 9, the only unfiled date, with the exception of the first game of the season.

Who will it be? Nobody has an intimation, except Mr. Gish. Nebraskans have no choice but to await developments. But students feel in their bones that Mr. Gish has a surprise dish to serve Nebraska one year from today.

PLAYS AND STUDENTS

In Tuesday's issue of The Daily Nebraskan, B. E. N. expressed the opinion that the University Players, by allowing instructors to take part in the productions, are not giving the students an opportunity for practical experience that is so essential in acting.

Anyone who has witnessed the second University Players' production, "Two Girls Wanted," would be likely to feel that B. E. N. was misinformed. In this play two faculty members have parts, in a cast of twelve. The complaint of B. E. N. may be, however, that students are not given important parts. That is not so, as a resume of past casts will prove.

Instructors do take part in University Players' productions, however, for several reasons. The Players are rendering a cultural service to both Lincoln and the University by producing in a satisfactory manner worthwhile plays. Students who are learning the art of acting are not often fitted to take heavy parts, and in order that the play may be a success, those who have had more experience must take the parts.

The instructors have built up a following that is necessary to the financial success of the Players. With a new cast taking part in each new play, students who have not proved their worth and ability to the public, the audiences would fall off.

Students taking dramatics work on plays in class periods. Here they gain their theory and some practical experience, as the plays are presented to the department and the instructors, an audience that is much more critical than the one which pays to see a performance. After students have shown their worth and ability in the classroom, they are given parts in the University Players' productions.

and the others are given minor parts until they show that they can handle a heavy part.

Each student is given an opportunity to appear in at least one production of the Players before graduating. The seniors are picked first, and then the juniors, but they each get the opportunity. They are being given the desired training and the University is likewise getting first class play production.

### THREE OPINIONS

Two other discussions of treatment of freshmen appear in these columns today. One, in "Other Students Say," discusses the place of the local Olympics. The other, in "Other Editors Say," discusses the new method of treating freshmen used this fall at the University of California at Los Angeles.

With the annual class scrap, or what is left of it, scheduled for tomorrow, Nebraska students may well ponder its place in the university system. In light of the comments published, Luke J. A., The Daily Nebraskan believes there was once a very definite place for the Olympics. However, The Daily Nebraskan believes that the conditions which made the scrap valuable have largely, if not entirely, disappeared.

Tradition, merely for the sake of tradition, has no place on the modern campus. If the Olympics can be dispensed with, if they can be eliminated and class cooperation for a greater university can be instituted for class rivalry, a major step can be taken towards the development of the greater University of Nebraska, which has been the aim and ideal of the University's leaders for years.

THE RAGGER: Military Science students will find out just how rough Lincoln pavement really is when they parade Monday.

After reading about the coming Varsity Party it appears that Indians actually had something to do with signing the Armistice.

Even a second hand tuxedo would be out of place at the Farmers' Formal.

Freshmen are getting nervous over the Olympics. They are afraid they won't pile up the usual overwhelming point total.

One of this year's sophomores philosophizes that "it's all right to be a good egg during your freshman year, but don't get too fresh."

An editor's idea of convenience is having that prehistoric elephant die so close to the museum.

Some day the Hoover-Smith campaign will be the subject for a perfectly good bedtime story.

University of Washington doctors claim they have found a cure for insanity. Another point in favor of the old adage, "Where there's life, there's hope."

An apple a day may keep the doctor away. But, a class a day won't keep the scholarship committee away.

### OTHER STUDENTS SAY—

ALTER OR ABOLISH

Saturday, November 10, is the day set for the annual Freshman Sophomore Olympics. Several years ago at the introduction of this as an annual affair, there was a purpose for it. It was started to unify the two under classes. Year by year since then, we have seen this class contest gradually decline in the interest of the student body. There must be a reason for this declination.

There are two possible solutions for the oncoming fate of the Olympics. One is to alter the methods under which they are held and the other is to abolish them entirely with the statement that they have served their original purpose and are no longer useful.

At other schools where a similar kind of class contest is held, they are conducted by some major organization of the institution for a profit and the attendance to them is compulsory. They are held early in the year so that weather conditions do not interfere. The program which they follow is in the form of entertainment and sport and interest in them is created such as it is for a football game. A similar procedure might be followed at Nebraska with the result being a more marked degree of success.

It is apparent that if some change for the better is not made soon that the freshman-sophomore Olympics will sink into oblivion. Perhaps in the minds of a certain group this would be the better alternative but with respect to the Olympics being an established tradition it might be better to employ a better solution and attempt to keep them among the aforementioned traditions a while longer.

J. A.

### OTHER EDITORS SAY—

FRESHMAN HAZING

Radically different was the reception given students entering the University of California at Los Angeles for the first time this year. Instead of being submitted to a series of humiliating ceremonies and physical buffeting, freshmen were cordially greeted by upperclassmen, organized for the purpose, and offered every assistance in establishing themselves in their new environment.

Colleges are rapidly getting away from the process of initiating first year men into the ways of college. This practice was started years ago when possibly the gentry who made up the student body of universities and colleges of that time needed initiating. Today, however, the practice has been found to be detrimental rather than beneficial to the welfare of the whole student body.

The University of California is not the first college to make this kind of a move. It has been in the minds of those controlling colleges for some time. The movement is starting in the larger institutions of higher education, but it is rapidly expanding to the smaller colleges and universities.

Psychologists have long wondered what principle hazing was working under. All indications are that the practice has been a failure, and now is the time to correct that which is not working in harmony with the best interests of the student body. If this is a practice which is not for the best of the group, as all indications are that it is not, then it should no longer be practiced on our campus.

Much more could possibly be accomplished by giving the students a real touch of hospitality than by subjecting them to unscrupulous humiliation at the hands of upperclassmen, and then a balance made by giving older students who have proven their actions worthy, more responsibility through more privileges.

—Daily O'Collegian

### A STUDENT LOOKS AT PUBLIC AFFAIRS

By David Fellman

We shall, from time to time, review some books dealing with various political questions of the day. The book is reviewed not to examine its literary merit, but to raise some great issue or issues into the light of discussion and contemplation. Our first review deals with the important and highly vexing problem of the peace treaties that were signed at the end of the World War. It should be clear that our exposition of what the author maintains is made without any attempt to be critical of what he says.

The World War was fought to make the world safe for democracy. It was fought to achieve an ideal, the ideal of justice. It was to rid the world of selfishness and greed, to introduce a new era of universal peace. It was the "war to end war." So the Entente statesmen repeated time and time again during the great struggle. The world was solemnly assured by President Wilson, in his unqualified of the Fourteen Points, that the peace was to be a just and durable peace, not merely imposed by victors as victors had been wont to do in the past. "We are fighting German autocracy," he frequently declared, "not the German people."

The Entente statesmen, however, seemed to have suffered an extraordinary lapse of memory, or perhaps a lapse of conscience, when they gathered at the historic Palace of Versailles to bring to a successful consummation the "war to end war." What did these statesmen accomplish? What lessons did the people of the world learn from the most brutal and destructive war in all history? Where have the settlements dictated by the victors tended to bring realization to the noble ideals enunciated by the Allied leaders during the war? Or was it all a big bluff, mere soporific oratory? Herbert Adams Gibbons, in his Europe Since 1918, endeavors to answer these questions.

Gibbons aptly summarizes his viewpoint when he says that there never will be peace in Europe "until the three Furies—Vainly, Greed, and Revenge—cease taking." The entire settlement of the war was dictated by motives of national self-interest and revenge, and the development of Europe since the drafting of the peace treaties has been along these lines. The dominant factor in European politics since 1918 has been that old bugbear of modern civilization, the balance of power, and the weapons used are the same old weapons: force, secret diplomacy, militarism, imperialism, jingoism, honor when it pays to be honorable, and dishonor when dishonor serves the interests of the state.

Gibbons denounces the treaties imposed upon the former enemies by the Entente powers because they create a situation that is even worse than the situation that led to the outbreak of the last great war. The Allied statesmen were dominated by two motives when they wrote the peace treaties: to render their enemies absolutely impotent, and to grab as much of the loot as they possibly could lay their hands on. The first motive sprang from a free feeling of hatred and revenge, and the second from the consummate selfishness of the victors.

Gibbons connects the peace treaties with President Wilson. He treats Wilson with some sort of tolerant amusement, and with a great deal of sympathy. When one considers what happened to Wilson's cherished Fourteen Points, he is entitled to sympathy. But it was not Wilson's fault altogether; he simply had too much faith in the inherent good of man and allowed himself to be fooled by the politicians of Europe who controlled the destinies of the world in 1918. The Europe of 1918, alas, was the same old Europe.

Further evidence of the fact that the world has not advanced very much in the creation of an international code of ethics and morality is found in an examination of developments since the treaties were signed. The long list of events since 1918 prove without doubt that night still makes right. Force has been the dominant factor throughout Europe, whereas the hasty revision of the Treaty of Sevres, Italy in Fiume, England in Persia, France in the Ruhr, whose force was the sole criterion of justice. And there are many other instances that might be mentioned, and that Gibbons explains. Nor does the Allied support of the counter-revolutions against Soviet Russia seem to have a very defensible position. It is further difficult to justify the application by

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and greed that is so characteristic of European nationalism. They caused the present economic impoverishment of Europe, and made betterment impossible, by a defiance of all economic laws and arrangements that have proved in the past to be the best thing for Europe.

They weakened Germany economically to the extent that the payment of the tremendous reparations demanded of her is a physical impossibility. They destroyed the only economic arrangement that was possible for the stability and prosperity of Central Europe without providing a substitute. They forced a little emaciated Austria and an impotent Hungary to bear the burden of all the sins of the old Empire. Indeed, the details are too confusing in their complexity to enumerate here. Suffice it to indicate the main thesis that Gibbons maintains, that the peace settlements are fundamentally unsound, and have only laid the basis for further disaster. "We cannot get rid of the latent power of any of our former enemies by simply damping them."

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the Entente powers of the rule of self-determination where it served their own interests, and to deny its application where it would militate against them, or at least where the outcome might be favorable to one of the former enemies.

Gibbons emphasizes throughout his book the hopeless disagreement among the Entente powers. Differences in national interest and wide divergence of views held by the old Allies. Due to this failure to agree and cooperate, the Entente powers lost most of the fruits of their victory. The utter failure of the Allied policy in the Near East is a good example of how lack of Allied solidarity played right into the hands of a former enemy. Indeed, one of the outstanding developments since 1918 has been the development of a wider and wider breach between England and France, the greatest of the victors.

Gibbons makes out a strong case against the wisdom, justice, fairness, and honesty of the peace settlement. Throughout, there has been no real contribution to world peace; in no case did a country, or group of countries, act in the interests of anyone but themselves. Gibbons writes very interestingly as well as informatively. He is a journalist, and employs that vigorous style of writing so characteristic of all good journalists. It is evident, all through the book, that he speaks from first-hand knowledge, and his words ring with a great deal of conviction. His work is an excellent introduction to a study of modern political conditions in Europe.

Herbert Adams Gibbons—*Europe Since 1918. (Century) 1923.*

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