

The Daily Nebraskan

Station A, Lincoln, Nebraska
 OFFICIAL PUBLICATION
 UNIVERSITY OF NEBRASKA
 Under direction of the Student Publication Board
 TWENTY-EIGHTH YEAR
 Published Tuesday, Wednesday, Thursday, Friday, and
 Sunday mornings during the academic year.
 Editorial Office—University Hall 4.
 Business Office—University Hall 4A.
 Office Hours—Editorial Staff, 3:00 to 6:00 except Friday
 and Sunday. Business Staff: afternoons except
 Friday and Sunday.
 Telephone—Editorial: B-6891, No. 142; Business: B-6891,
 No. 77; Night: B-6882.
 Entered as second-class matter at the postoffice in
 Lincoln, Nebraska, under act of Congress, March 3, 1879,
 and at special rate of postage provided for in section
 1103, act of October 3, 1917, authorized January 20, 1922.

SUBSCRIPTION RATE
 \$2 a year Single Copy 5 cents \$1.25 a semester

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COLLEGE AND MONEY.

"Go to college if you want to make more money."
 The urge for economic betterment coupled with unending confidence in that statement have undoubtedly driven thousands of students to continue school work for a college degree.
 Whatever other causes there may be for the astonishing growth in college and university enrollments in recent years, the belief in such education as a means of insuring a higher financial standing has been a most significant factor. Under its influence, thousands of students have been drawn into America's plants of higher education who would otherwise never have come. A considerable proportion of these have gone back to the life of the world, better citizens per se as well as better qualified to do useful work, to perform worthwhile services.
 Yet this "golden aim" has not been all advantageous. It has tended to create a materialistic attitude in the midst of the old idealistic university atmosphere. It has tended to make students more self-seeking, less willing to fit themselves into schemes for the common good. Hearing the pounding of the claims of financial advantages of college through the grades and the high schools, it is not surprising that students come back to look on college as a place where they may gain special advantages for themselves.

In a state-supported institution of nearly free education, such an attitude is open to serious question. The state has the right to ask the question. Is education for the benefit of the individual at the expense of society? Or is education for the benefit of society through the efforts of the individual?

If education is to be merely for the benefit of the individual, if his efforts after graduation are to be devoted entirely to his own ends, if society is to cover most of the expenses of college education, state support of higher education can hardly be justified. Students have more and more tended to that view under the influence of the college-for-money doctrine.

The educational world needs to clear its eyes. Students need to awaken to the consciousness of the obligations state-provided education details on the recipients. If a student comes to the University with such a conception, the institution cannot be blamed. But if he leaves with such a view, the institution must share the blame.

Education in college or university, to justify continued state expense, must bring a consciousness of the civic responsibilities which such education demands. Education is not an end, but a means to an end. That end is better ability to do valuable work. The first mission of the University is to train its students in ability for new and broader fields of endeavor. Its second duty is to develop in their consciousness their duty to make return to the state for that training in more significant efforts for the benefit of society. If the University fails in the latter, its failure in its duty to the state which supports it may be as catastrophic as if it failed to train its students adequately in their chosen fields.

SOPHISTICATION.

College students often long to be sophisticated. They carefully cultivate this form of glorified boredom. When unsuccessfully imitated it becomes merely deliberate rudeness and indifference. The attitude, aloof and beautifully assuring, of the one who does achieve it, conveys the subtle impression that here is one who knows all that the world has to offer and falls to find it exciting. Although he may hail from Twin Oaks, Nebraska, he creates the illusion of knowing all about night life in Paris.

Anyone who consistently maintains an attitude of sophistication deserves pity rather than blame. Although he undoubtedly enjoys the pinnacle of superiority on which he has placed himself, he is still a rather lonely figure because he has put himself so far above mere friendships and the interests of the proletariat. To relax for a moment and display a sign of enthusiasm would be an unpardonable weakness.

World-weary and self-sufficient this individual politely conceals his contempt for those about him. He very often tries to be democratic and to condescend to the level of others, but the effort is more obvious than any impression of democracy. Unfortunately, his attitude of boredom eventually proves to be contagious and he is obliged to assume a still loftier superiority. In becoming more and more bored he must finally either admit defeat or enter into a comatose condition. Pity the sophisticated person because he has no future. He has exhausted the pleasures of the world and hasn't a single thrill awaiting him.

CHOOSING ELECTIVES

"What shall I take next semester?"
 Announcement has been made that registration for resident students for the second semester of this year will be held January 14 to 19. At that time students must map out their courses of study for the remainder of the school year.
 For some few students, such a task is comparatively simple. Their courses are outlined for them in advance, with practically all of their school work

planned. The requirements take up most of the time. Others do not have so many required subjects, and must decide what electives will be best for them.
 The requirements for a college degree are important. But just as important are the right kind of electives. Some courses do the student little good for his eventual life work. Others will help him as much as the required courses.
 For most of the students, electives make up the majority of school work during the last two years at college. Students should pay particular attention to the selection of elective courses. And most students will do well to give the question of what to take next semester some thought over the Christmas holidays, instead of taking a course because it fits in with the schedule or because it is supposed to be a "pipe" course.

THE RAGGER: The student who stayed up late this week may not have been waiting for Santa Claus. He may have been working on that term paper that is due before the holidays.

Fraternity pledge buttons will be polished up for the home folks to see during the Christmas holidays.

New ties after Christmas will not mean that the wearer spent a night in a fraternity house.

Not all fraternities and sororities have held their Christmas parties yet. The ten cent stores were crowded with university students again yesterday.

Some instructors will make assignments over the Christmas holidays, and will expect students to work on them.

OTHER STUDENTS SAY—

COACHES AND SALARY

To the editor:
 Inasmuch as I am a student at the University, I am keenly interested in the selection of a coach for Nebraska's football squad next year. The discussion that has been carried on in The Daily Nebraskan and papers of the state has been followed, and I gather that from all of it that some persons are in favor of paying from \$10,000 to \$12,000 a year for a coach.
 Such an enormous sum is entirely out of proportion to the other salaries that are paid by the university. I understand that the chancellor of this institution receives about \$12,000, and that the pay for professors ranges about \$5,000 to \$5,500. To pay \$12,000 for a coach would put the others far in the rear, showing that Nebraska probably does put football above educational studies.
 It is my understanding that the large sum is to be offered to a coach with a reputation. But will a reputation do the job? Conditions here, both athletic and political, are different than those where coaches with reputations come from. No new man could accustom himself to these conditions the first year.
 Even if a man with a reputation as a football coach were secured, surely he could not be expected to do much his first year. It takes time to drill a football team into a system of play. And at the end of the first year, when the coach with the reputation had lost a game, what would the wolves say? The coach with the reputation cannot guarantee a winning team, any more than can a good coach who is not so well-known.
 Would it be possible for Nebraska to secure a good coach, with an ace-high reputation, for \$10,000 or \$12,000? I don't believe that Rockne, Warner, Wade, Zuppke, Yost, Jones, or any of the other recognized coaches would even consider Nebraska for that price. They are receiving that much or more where they are, and they are satisfied. They would surely think twice before coming to Nebraska, which is commonly called "the coach's graveyard."
 The great coaches, like Rockne, Zuppke, Yost, and many others, did not start at any school for such a salary as \$12,000. They started the same as other men, reasonably paid and were picked for higher salaries because they showed exceptional promise. Why should Nebraska pay such a sum when even the greatest coach in the country could not guarantee as much success here as he has had elsewhere?
 If a coach with a reputation is brought to Nebraska and given a salary of \$12,000 a year, and at the end of two years, or whenever his contract is fulfilled, and he has had very successful teams, what will the school be forced to pay to get him to stay here? A good coach can demand his own salary, and if he were good, and started at \$12,000, he could easily insist on much more for a renewal of the contract.
 It is true that the University does not want any experiments, but I believe that the committee appointed by the athletic board, or the board members themselves are capable of picking a man with ability and who has shown ability, rather than pay \$10,000 or \$12,000 for a reputation that may not turn out the winning team that the supporters of Nebraska seem to want. Athletics are a good thing for the university, and a good boost, but let's keep them secondary to the real purpose of the institution, that of education.
 N. S. G.

SIDEWALKS

The sidewalks of the University of Nebraska are a disgrace to the school and state. Few of us have stopped to notice it, but the sidewalks on this campus are far below those of other schools and are even worse than most of the walks in Lincoln.
 In warm weather or cold weather, so long as the campus is dry, we need little or no sidewalk room. Students can trek across the drill field and still keep their shoes in a fairly presentable condition.
 But when wet weather comes there is a different story. The sidewalks, in the first place, are not large enough to carry the full quota of students who must walk from class to class—and back again. The sidewalks that we have seem to hold more water than the gutters. "Splash, splash," and so on, we hear students coming down Twelfth street to Social Sciences.
 Trivial, perhaps, this question of good sidewalks, but just notice on some rainy day the difficulties that students have in getting from one part of the campus to another. The drill field which, in dry weather, is traversed by thousands of students, becomes a sea of mud and water in wet weather. Students resort to the sidewalks.
 This great university, which has one of the greatest football teams in the country, has sidewalks that are of little practical value in wet weather. Too bad, isn't it? Yet, with all the plans for a greater campus, little is said about rebuilding or adding new sidewalks to the campus. While the discussion of greater athletics, new buildings, etc., goes on, students are forced to wade through the mud and slush when going from one class to another.
 G. L.

BETWEEN THE LINES

By LaSalle Gilman

Those who are supposed to know say that the academic atmosphere is not conducive to creative writing. That is, in the case of professors and instructors and such. Students themselves do not enter into this atmosphere with enough seriousness to be affected by it. Professors are always saying that the professor buries himself in his work to such an extent that he can't dig out long enough to write anything good, and when he does, it is generally weighed down with technicalities and results in dry reading. His youthful urge to write is lost, they say.
 However true that may be, it doesn't seem to work out in practice; at least here. Dr. LeRossignol, dean of the College of Business Administration, has recently published his "Beaumont Road," and for amusing, readable material, it has few equals. It is sub-titled "Tales of Old Quebec," and centers about the quaint French people of that region; their life, legends, and beliefs. Dr. LeRossignol has a picturesque power of description, and the stories are marked by their simple beauty of legendary form. How crude to say that a professor, and a professor of business administration, cannot write creatively and artistically. If the feeling and the urge and the material and the expression are there, a hod-carrier or a Lord Chancellor will write and write well.

O'Brien's Yearbook of 1928, which is out now, contains several good short stories, among which "The Garden Angel," "John of God," "The Water Carrier," "The First of Mr. Blue," "Lady Wipers—of Ypres," "A Telephone Call" and "The Jew" are the best. Some are rather long, such as "John of God," "Water Carrier," and others are extremely short. "The Jew," for instance, only covers two pages, yet the plot and the story and the characteristics of the Jew are woven in brilliantly with swift, vivid lines. The anthology of the book lists the Fräulein Schooner as one of the "Big Four," standing with Harper's, Dial and Bookman, with 100 percent. This result is derived from the fact that during 1927 the Schooner published thirteen stories and all were given asterisks of especial merit. Thus, the Schooner is rising in the world.

More than once has an author found himself in the bewildering position of possessing fame without the means thereof. Not the pecuniary means; but the driving force that caused him or her to write the best seller. Some people, driven by desperation, have suddenly and surprisingly written some thing good; it is published and republished and lauded and praised and great things are expected of the author. But the writer has lost all fervor and can't go on. He or she still may sell the stories, but they

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"She Likes Magee's Stockings," so that's my weakness now!" is a paraphrase many a man could truthfully sing.

Magee's

are far below par and only sell on the author's name. Any day in the week you may open some popular magazine and read a story that is utter drivel—but the name is familiar. Edna Ferber is a beautiful example. Oh, it must be an easy life, to be famous.

There is a man called Joseph Moncreux March who wrote a book of "poetry" called "The Set-Up." It is selling in the fourth edition. Well, perhaps it is poetry. Who knows? March has a power of description that is to be envied, strong, clear-cut, vascular phrases—poetry? Consider this:
 Behind the bar,
 Herman,
 Pompous,
 German.
 Huge:
 An ox:
 Six foot four in his socks.
 Square head:
 Face red,
 Pitted with small-pox.
 Lumpy nose.
 Under it curled
 A black moustache with the ends
 twirled,
 And down on his damp forehead
 sat
 One black curl
 Pasted flat.
 Why not attempt to plagiarize, in conclusion?
 A student stared at what he saw:
 Words, phrases,
 Stared in awe;
 The lines kissed
 A journalist
 And made him
 Sick
 To his
 Stummick.
 (That's my
 Weakness now.
 And how.)

A Little Money Brought Luxury In Days of 1910

Syracuse, N. Y.—(IP)—With \$1.75 a week, the Syracuse student of fifteen years ago could live in luxury, according to statistics compiled in those days before the war. Those were the days when Hill students could swagger into a lunch wagon near the campus and partake of a small steak for five cents and finish his meal with a dish of ice cream for three cents a throw. At that time if a student was flush, he could order a porterhouse steak for 20 cents. A special Sun-

day rate for roast chicken was a quarter, chicken a la king being a dime.

In the line of wearing apparel, the well dressed man could purchase a good suit for \$10. An overcoat was \$7. The freshman paid but 35 cents for his green lid. The tonsorial rates were also much cheaper than at present. A shave and a haircut cost two bits; and a shampoo only 15 cents additional.

SJOGREN GETS YEAR LEAVE FROM REGENTS

Continued from Page 1.
 him into various parts of the United States and Canada.
 Professor Sjogren came to the University of Nebraska as professor of Agricultural Engineering in 1909. He has been the chairman of that department since 1920.

COMMITTEE FOR JUNIOR-SENIOR PROM NAMED

Continued from Page 1.
 mittee, consisting of six men and six women from the junior class, one fourth student council members



Gordon

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of the junior class being eligible. There shall not be more than one person from any one sorority or fraternity, and non-fraternity people are eligible and desirable.
 The committee of twelve shall determine the joint chairmanships, consisting of one boy and one girl, of at least five major committees, sub-committees being appointed if necessary.
 It was also recommended that the general chairmanship, consisting of one boy and one girl from the committee of twelve, be appointed by the general Prom committee itself.
 The president of the junior class shall have the privilege of taking an active part in all general committee meetings with power to vote.

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