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### STUDY STARVED

Sympathy inspiring placards appeared following the war beseeching aid for starving peoples of many lands. Similar material would be fitting to advertise the university's crying need for library facilities. Dreams of provision for student study and research on a plane befitting a university of this size took a bad battering Tuesday when Governor Weaver in his budget message slashed requests for appropriations for building purposes on the campus. Hopes that the pressing needs would be satisfied that an adequate library might be erected soon have not been destroyed. They did receive a severe shock.

An examination of the university libraries at a number of Middlewestern universities reveals startling discrepancies between the meager funds allotted the Nebraska library and that allowed others. J. J. Gerould, Princeton librarian, has estimated that an annual sum of \$30 per student should be spent for library purposes. At his own institution, where private endowments are available, \$70 per student is spent annually for library uses.

During the 1927-28 fiscal year, on the other hand, the University of Nebraska library had but \$5.75 to spend per student. Not only is this sum strikingly low in comparison to Princeton's standard, but also strikingly low in comparison to other state university libraries.

The following table indicates the sums spent per student for library purposes during the 1927-28 fiscal year in other schools: Michigan, \$28.10; Missouri, \$21.90; Minnesota, \$17.10; Illinois, \$16.70; Iowa, \$16.10; Kansas, \$9.10. The University of Kansas and Kansas Agricultural college's expenditures are lumped and averaged in the list. Kansas is the only state which even approaches as low a library expenditure as Nebraska, and it allows nearly a third more per student.

Many educators place the library as the most important part of any educational unit. Certain it is, that it is the one portion of the institution which offers utility to the entire student body and faculty. Likewise, it offers the type of pleasure medium which a university should encourage. There are other needs of the institution. There always will be. However significant development of the University, its enlargement to care satisfactorily for the youth of the state, can come only with proper library resources.

### THOSE EXAMINATIONS

Nightmares of swirling syllabi, of scattered lecture notes, of deranged hieroglyphic formulas and of perplexing theorems are experienced by many students regularly as cyclical forerunners of final examinations.

Examinations for a number of students are the bug-bears of an otherwise pleasant and indolent college existence. Able to slide along through daily lessons, they finally realize, often too late, the futility of bluffing their way when it comes to the semester review and then come to know that regular study is more profitable by far than eleventh hour cram sessions.

Viewed as they are by the majority of students, examinations are not satisfactory. The average student, scrutinizing all back notes, rules and assignments in preparation for the coming "exam" thinks only of conquering the questions his instructor is probably going to ask. The fundamental purpose of a final examination—instilling in the mind of every student the essential principles and information taught during the semester, he neglects quite woefully.

Details of any subject cannot be remembered always. But certain principles, certain methods, certain important morsels of knowledge that form the basic foundation of every course can and should be kept in mind. If university is worth attending, its courses must yield some permanent knowledge that will be a distinct help to the students in later life.

Examinations, as a rule, do not seek to review meaningless facts which are non-essential, but usually strive to impress the general aims and principles expounded during the semester's work. While a two-hour test cannot hope to cover even these, the questions generally asked are truly representative and not superficial.

When reviewing for an examination, then, the student should think not only of the grade he hopes to make in it but should be storing away in his mind the choice thoughts and most important information conveyed to him by his instructor in the classroom and through his textbooks in outside study. The examination is a general and final review and may be considered as the "last chance" to make a passing grade. But it should also fix forever the essentials of the course in the memory of the student.

If this is realized in preparing for these final reviews, the course will pay much greater returns than if the midnight oil is burned simply to "get by." Whether benefits accrue from examinations depends solely on the attitude of the student in studying for them.

### ONE FOOT IN

Months are generally unpopular with youth. Occasionally, however, students come into contact with those offering advice who have the ability to

phrase their thoughts in parables which entice student thought.

Ralph Parlette, chautauqua lecturer and writer, in his book published several years ago, "The University of Hard Knocks," had that knack to no little degree. His story, "Consider the Sticky Flypaper" applies so well to life of youth and is done so cleverly that it is well worth reprinting. It follows:

"Did you ever watch a fly get his Needless Knocks on the sticky flypaper?"

"The last thing Mamma Fly said as Johnny went off to the city was, 'Remember, son, to stay away from the sticky flypaper? That is where your poor dear father was lost.'"

"And Johnny Fly remembers for several minutes. But when he sees all the smart young flies of his set go over to the flypaper, he goes over, too. He gazes down at his face in the pickiness. 'Ah! how pretty I am! This sticky flypaper shows me up better than anything at home. What a fine place to skate. Just see how close I can fly over it and not get stuck a bit. Mother is such a silly old worryer. She means all right, of course, but she isn't up-to-date. We young set of modern flies are naturally bright and have so many more advantages. You can't catch us. They were too strict with me back home.'"

"You see Johnny fly back and forth and have the time of his naturally bright young life. After-while, though, he stubs his toe and lands in the stickiness. 'Well, well, how nice this is on the feet, so soft and soothing!'"

"First he puts one foot down and pulls it out. That is a lot of fun. It shows he is not a prisoner. He is a strong-minded fly. He can quit it or play in it, just as he pleases. Afterwhile he puts two feet down in the stickiness. It is harder to pull them out. Then he puts three down and puts down a few more trying to pull them out."

"Really," says Johnny Fly howling to his comrades also stuck around him, "really, boys, you'll have to excuse me now. Good-bye!" But he doesn't pull loose. He feels tired and he sits down in the sticky flypaper. It is a fine place to stick around. All his young set of flies are around him. He does like the company. They all feel the same way—they can play in the sticky flypaper or let it alone, just as they please, for they are strong-minded flies. They have another drink and sing, 'We won't go home till morning.'"

"Johnny may get home, but he will leave a wing or a leg. Most of them stay. They just settle down into the stickiness with sleeping sickness."

"The tuition in The College of Needless Knocks is very high indeed."

**THE RAGGER:** Some instructors are trying to cover three weeks' work this week. Others let their classes out on time.

The snap-shot editor of the Cornhusker should be careful not to include the new mountain of the campus when he snaps beauty spots of the campus.

Early morning lecture courses do come in handy. If it weren't for them, many students would not have the time to read The Daily Nebraskan.

Some students are working on term papers that were due before Christmas.

A book was returned to the library at Oklahoma A. & M. after twelve years. It probably took the student that long to find time to read it.

Grinnell college gives a course in original dance composition. Who said the colleges weren't doing anything for the country?

And perhaps in another generation the interfraternity council will start having more than three meetings a semester.

### OTHER STUDENTS SAY—

#### A DEFENSE

To the Editor:  
 In your copy of today's edition of The Daily Nebraskan, I noticed quite a lengthy article on the inefficiency and the weaknesses of the Interfraternity council.

Your reporter seems to have interviewed many alleged members of the council. All the men quoted are new members of the organization and, from their remarks, they seem also to be unaware of the true facts concerning the situation. They all seem to emphasize student control, faculty tyranny, infrequent meetings, and the like.

Had these gentlemen been present mentally as well as physically, at our last gathering they would have heard one member ask about a plan proposed last year to make the council self-governing. And had they had the initiative that they would fain have, they might have inquired and found a few facts which I will try to show. Before I begin let me explain that I am not a member of the geology or chemistry department, nor will I ever be.

1. Last year Professor Schramm and a committee, purposely appointed outlined a plan whereby the council would be self governing. This plan was presented to the faculty committee on student affairs and tabled.

2. This plan will again be presented this year. Professor Schramm, Frankfurter, etc., have tried to relinquish the position as advisory members of the council for the last two years. The council has retained them of its own free will.

3. Schramm and others acting in an advisory capacity have at no time "railroaded" a measure through. Those crying "faculty oppression" certainly are not tongue-tied, and have every opportunity for voicing their opinions and further have the power to cast a dissenting vote. Where is all this initiative they are talking about?

4. Meetings have been proposed weekly, but the vote of the council has decided otherwise. Please do not construe this to mean that I am defending the present circumstance. I realize and am strongly in favor of a reorganization but I am trying to defend the council from these unjust accusations. The council must be made a stronger governing and administrative body, but first we must have cooperation. You know, that recently we passed a resolution governing the hiring of musicians, etc., and you also know that this has been broken many times since.

Very well! Why have not these violations been reported? Why are not illicit rushing activities reported? Does this run counter to our code of sportsmanship? If so, you will always have a weak central council.

The minutes book for the years back is open to scrutiny. With the knowledge of the above facts, I think that this matter will be cleared up temporarily until we see what the faculty committee does with our proposed plan.

G. W. H., Jr.

## SENNING SPEAKS TO BUSINESS WOMEN

### Political Science Professor Plans Series of Talks Every Friday Night

Prof. J. P. Senning of the Political Science department spoke before the Axis club, a young business women's organization, Tuesday night, at the Y. M. C. A., on the reasons and tendencies in the development of state and local government. Mr. Senning is sponsoring a series of fifteen minute talks every Friday night from 8:45 to 9:00 over KFAB, summarizing legislative procedure, discussing views expressed by different legislators and press comment in relation to Nebraska's legislative sessions.

The total number of senators and representatives in states where the legislatures are either in session or about to convene slightly exceeds the entire population of Nebraska City, according to Mr. Senning's talk. Add to this the necessary clerical force, attendants, bill drafters, research assistants and other more or less necessary persons whose combined effort is to keep abreast with the times, law making is indeed an industry which rivals in size the largest private business enterprises.

### FIFTY STUDENTS WRITE NEWS ON NEBRASKA DAILY

Continued from Page 1  
 Paul Grossman has been the regular reporter on the Y. M. C. A. run. In the realm of sports Jack Ell-

ott has submitted the major part of the reading matter, particularly football. Robert Kelly took care of all freshman football last fall, Ray Murray is covering track, Maurice Akin the Coliseum, and Elmer Skov Interfraternity basketball.

Feature material has been handled for the most part by five reporters, Bill McCleery, Helen Simpson, Robert Laing, Don Carlson, and Neal Gomor. Besides submitting features the above named have also done considerable general reportorial work.

Six feature columns have appeared at regular intervals in The Daily Nebraskan during the current semester. They are "In the Valley," by Jack Elliott, a sports column; "Other Campuses," containing items gleaned from other college newspapers, by Cliff Sandahl; "The Winner," containing intramural news, by Virginia Faulkner; "A Student Looks at Public Affairs," by David Fellman; "Religion on the Campus," by Howard Rowland; and "Between the Lines," a literary criticism column, by LaSelle Gilman.

**Others Do General Writing**  
 Other students who have in the main done general writing are Arnold Kost, Norman Fregger,

Elmont Waite, Helen Griggs, Charles McGaffin, Ernest Noite, William Daugherty, Al Sommerfield, Martha Miller, Mercedes Wochner, Virginia Downing, Gordon Larson, Jack Lowe, William Lancaster, and Orrin Jones.

Students from Journalism 81, news writing, classes have been assigned to report on The Nebraskan during the first semester. Those who have done work from these classes are Guy Craig, Lucille Heflen, Raymond Hitchcock, Helen McChesney, Ronald McConnell, Yoshfami Miyaki, Virgil Pangburn, Dorothy Fugh, Margaret Tinley, Dorcas Weatherby, Meredith Williams.

Kenneth Bayles, Elsie Brodkey,

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